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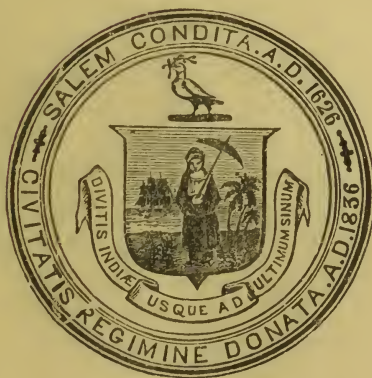


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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
City of Salem.



FEBRUARY...1858.

SALEM:

Printed at the Observer Office....Opposite Railroad Station.

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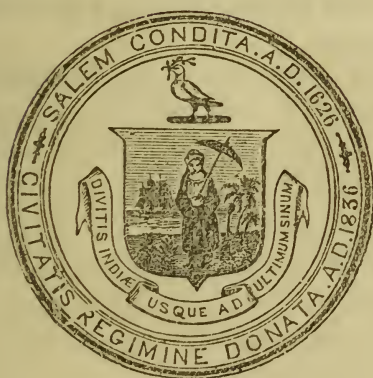
ANNUAL REPORT

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SCHOOL COMMITTEE

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1858.

THE SCHOOL COMMITTEE OF SALEM, in compliance with the Statutes of the Commonwealth, and a vote of the Board, herewith present the following ANNUAL REPORT of the PUBLIC SCHOOLS in SALEM.

J. CLOUTMAN, CLERK.

FEB'Y, 1853.

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REPORT OF THE SCHOOL COMMITTEE.

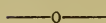
THE following REPORTS of the several sub-committees, who are appointed to superintend the various departments of Public Instruction in this city, are herewith submitted, as the Report of the School Committee for the year now closed.— They contain a full account of the condition of our Schools, which are represented to be in good order, and satisfactorily accomplishing the great and noble objects for which they were established.

In resigning this charge, the Committee would urge upon their successors, a constant oversight of all the schools, more especially those of the lower grade; upon the success of these depends, in a great measure, that of all the others; here are formed those habits of study and discipline in the pupil, which may be considered as the groundwork for future success in life. Look well, then, to your Primaries and Intermediates, if you desire that your Grammar and High Schools should perform well their part in the great plan of education. The little sapling requires more constant care and attention from the gardener than the well grown tree; so the youthful mind, in order to a proper development of all its faculties for good, will need the continued watchfulness of a kind, discreet, and judicious director.

WM. S. MESSERVY, CHAIRMAN.

SALEM, Feb'y, 1858.

REPORT OF THE EXECUTIVE COMMITTEE.



The Executive Committee, to whom is assigned the financial department of the Board, ask leave to report as follows :

The buildings are in good condition , very little expenditures will be required the ensuing year for repairs or furniture.

During the year the amount expended by the school department has been much less, than that for several preceding years, although increased salaries have been paid to several of our teachers, and the intermediate school house on Broad street, has been so modified and furnished as to accommodate some two hundred scholars. This change has been gradual and is accounted for in a great measure by the consolidation of several of the lower grades of schools, and the uniting of the classical and the two high schools into one organization ; thereby diminishing the amount annually paid for rents, the care of houses, and the salaries of several teachers who are not required by this arrangement. This would have been perceived the year previous, were it not for the payment of necessary expenses in finishing the grounds about the new school house on Broad street, and for furnishing the same in part with new furniture.

The objects of the Committee have been to improve the character of our Schools, by obtaining well experienced and qualified teachers ;—this can only be effectually accomplished by giving a liberal compensation to those who are doing a good work in advancing our educational welfare to their entire satisfaction.

This apparent economy must be attributed mainly to this consolidation of our schools, and was secondary with the committee—the results of their efforts to improve the general condition of the schools, and to execute more faithfully the important and responsible trust committed to their charge.

The following appropriations were made :

Appropriation,	-	-	-	\$25,000 00
Subsequently withdrawn,	-	-	-	742 28
				<hr/> \$24,257 72
Amount rec'd for tuition of pupils from other towns,				130 83
" " " rent of School-houses,	-	-	-	169 00
				<hr/> 24,557 55

EXPENDED AS FOLLOWS :

For Salaries of Teachers and Assistants,	-	-	-	18,809 75
Repairs of Houses, &c.,	-	-	-	996 15
Rents of Land and School-houses,	-	-	-	508 75
Care of School-houses,	-	-	-	1,087 50
Books, 349 81; Printing and Stationery, 437 72;	-	-	-	787 53
Furniture, Brushes, Mats, &c.,	-	-	-	\$119 48
Teaming and Travelling Expenses,	-	-	-	44 20
Aqueduct,	-	-	-	48 54
Marblehead Farm School,	-	-	-	45 00
Expenses of Examinations and Returns,				36 35
Use of Piano, 42 00; Vaccination, 38 00;				80 00
Fuel,	-	-	-	1,762 90
Stoves and Funnels,	-	-	-	110 90
Lectures, and Apparatus for High School,				120 50
				<hr/> \$2,367 87
				<hr/> \$24,557 55

Respectfully submitted.

WM. S. MESSERVY, CHAIRMAN.

SALEM, Feb'y, 1858.

GRAMMAR SCHOOLS.

The Committee, who have charge of this class of our Public Schools, ask leave to submit the following Report :

It is well that custom makes it obligatory upon the Committee to give an account annually of their doings, state the progress and present condition of the Schools, and to make such suggestions to their successors as may be deemed judicious and appropriate. The work of progress in any of our public institutions must necessarily extend over a series of years, and a somewhat harmonious course of action should be maintained in order to ensure the requisite success. A law, in relation to the election of the School Committee, recently passed by our Legislature, has an important bearing upon this subject, and obviates in a great measure, the evil that may arise from a total change, in any year, of the committee, in impeding or retarding the measures adopted by a previous board. It divides the committee into three classes—one class chosen for one year—another for two, and the third for three years;—at the expiration of a year one class retires, and their places are filled by an election of persons for three years—another class the next year and so on; thus alternating every three years.

In order to secure the town's share of the school fund, the school report must either be read in open town meeting, and a manuscript copy be deposited in the office of the Secretary of the Board of Education,—or printed and distributed among the inhabitants, and two copies of the same be forwarded as before, with replies to a set of questions, &c., to be signed by a major portion of the Committee. The latter mode, that of printing the reports is generally adopted—although a few adhere to the

plan of transmitting manuscript copies ;—this last is very ineffectual and does not impart, satisfactorily, the necessary information upon this important branch of our municipal affairs to those who are the most interested and have a right to this knowledge.

In the preparation of this Report the Committee have availed themselves of such suggestions on the various subjects relating to school affairs, as were kindly furnished by its different members.

THE LOCATION AND BOUNDARIES of the several Grammar Schools are as follows :

Bentley, for Girls. Located between Essex and Forrester streets. Boundaries, that portion of the city between the North and South Rivers—East of St. Peter and Central streets.

Phillips, for Boys. Location, between Essex and Forrester streets. Boundaries, that portion of the city between the North and South Rivers—East of the centre of North and Summer streets.

Browne, for Boys and Girls. Location, on Ropes street. Boundaries, South Salem.

Pickering, for Boys and Girls. Location, corner of North and Dearborn streets. Boundaries, North Salem.

Higginson, for Girls. Location, Broad street. Boundaries, that portion of the city between the North and South Rivers, west of a line through the centre of St. Peter and Central streets, and below the Town Bridge, Boston street.

Hacker, for Boys. Location, on Dean street. Boundaries, that portion of the city between the North and South Rivers—west of a line through the centre of North and Summer streets, and below the Town Bridge, Boston street.

Epes, for Boys and Girls. Location, on Aborn street. Boundaries, that part of the city North and West of the Town Bridge, Boston street.

The following changes in the corps of the teachers have occurred during the year :

Phillips. At the close of the Summer term, Mr. A. J. Manchester, who had occupied the post of Principal for upwards of four years, to the satisfaction of the Committee, resigned, in order to take a similar situation in a school in Providence, R. I. On the first of July, Miss Sarah H. Tibbetts retired, in consequence of ill health, and Miss Lucy A. Shaw was transferred to the Higginson School. These vacancies were not filled, on account of a vote of the Committee to diminish the number of Assistants. At the meeting in September, it was deemed advisable to have an additional Assistant, and Miss Aroline B. Meek was appointed to the situation.

Browne. On the first of May, Miss Susan F. Davis resigned. The vacancy was not filled.

Higginson. On the first of July, Miss Sarah P. Chamberlain resigned, and Miss Lucy A. Shaw, from the Phillips School, was transferred to the vacancy.

Hacker. On the first of July, Miss Sarah A. Norris was transferred from the Epes School to the place vacated by Miss Elizabeth L. Brown. On the first of December, Miss Norris resigned, in consequence of ill health, and Miss Rebecca P. Southward was appointed to the situation.

Epes. On the first of July, the number of Assistants was diminished, and Miss S. A. Norris was transferred to the Hacker School.

In the *Bentley* and *Pickering*, no changes have occurred.

The public examinations took place as follows :— The Higginson, Bentley, and the Epes, on Monday, January 25th, 1858. The Hacker, Phillips, Browne, and Pickering, on the Tuesday following.

The plan of conducting these examinations was similar to that adopted in February, 1856. The exercises were conducted generally by the respective teachers, in the studies pursued during the year, consisting of the usual recitations,

interspersed with occasional reading of compositions and declamations. They were well attended by the parents of the scholars and friends of education, who evidently manifested great satisfaction with the general appearance of the schools, and the attainments of the pupils; and, in consequence of the examinations of several schools occurring at the same time, all who were interested in any particular school had an opportunity of being present, without the serious objections of the overcrowded condition of the rooms, as heretofore.

In addition to the above, the Committee, or a major part of them, visited every school, during the last two weeks of the year, without giving any previous notice to the teachers of their coming, and devoted a portion of a day to each school, in examining the various classes, in such studies as they preferred. From the result of this examination, and the several occasional visits made during the year, the Committee have formed their opinion of the condition of the schools, without taking into consideration the public examination, presuming that this last will be amply discussed and commented on by those interested.

The schools have been found generally in an improving condition, and keeping pace with the advance of former years; the teachers have performed their duties satisfactorily, and can be cordially recommended to the next Committee, as deserving of a continuation in service.

The Committee aim to preserve a uniformity in all the schools, as respects scholarship and discipline; yet a perceptible difference will, however, be observed in all. This is undoubtedly owing to the different dispositions and tastes of the teachers, and, in some measure, to the prevailing characteristics of the separate districts.

The private written examinations, which have been adopted in previous years, and have afforded some basis to judge of the relative condition of the schools in scholarship, have been omitted.

The results of the examination of candidates for admission to the Classical and High School may, however, be taken as a

criterion to estimate the standard of the several schools, and is herewith annexed.

The whole number of applicants were seventy-nine, of whom seventy-three were admitted into the Junior class, and three into the Middle class.

TABLE

Exhibiting the per centage of correct answers of the Scholars of the several Schools in the various studies.

SCHOOL.	Number of Applicants.	Number Admitted.	Per cent. in Arithmetic.	Per cent. in Geography.	Per cent. in History.	Per cent. in Grammar.	Average per cent. of correct Answers.
Browne.....	5	5	82	69	76	83	77
Higginson...	13	13	68	53	70	77	67
Phillips.....	18	18	63	58	72	75	66
Hacker.....	16	16	65	54	70	75	66
Epes.....	7	7	68	53	60	80	66
Pickering...	5	5	67	63	68	64	65
Bentley.....	6	6	46	53	51	75	56
Private.....	9	6	34	46	27	70	44

The qualifications for admission, and the questions given at the above examination, may be found in the Appendix.

The following text-books are used in the Grammar Schools :

Swan's Speller ; Tower's Series of Reading Books ;

Swan's Readers ; Hillard's Readers ;

Colton's Geography ;

Pelton's Key to the Outline Maps ;

Colburn's First Lessons in Arithmetic ;

Colburn's Arithmetic, and its Applications ;

Goodrich's History of the United States ;

Colburn's First Book in Arithmetic ;

Parley's First Book of History, — or, First Lessons in History of United States ;

Bullion's Analytical and Practical Grammar ;

Introduction to Tower's Elements of Grammar;
Worcester's Elementary or Comprehensive Dictionary;
Physiology;
Tower's Grammar of Composition;
Leach's Speller;
Sargent's Readers.

Complaint is often made, perhaps not wholly without reason, that the instruction given in our schools is not sufficiently practical in its character. This is a point which deserves serious consideration by committees and teachers. The good results of our public school system should be chiefly manifest in the affairs of every day life.

A thorough intellectual comprehension of the theory of all that is taught, however desirable, should not be made the main purpose of our Grammar Schools. The love of learning, for its own sake, is by no means a universal passion. The pupil will better appreciate the value of that which is learned, by seeing its bearing upon the ordinary duties and interests of life.

The mind, like the body, may be loaded with useless weight, by a process analogous to "stall-feeding," but only frequent, judicious exercise can develope true muscular or mental power. Theory and practice should go hand in hand; Analysis and Synthesis ought never to be divorced.

Grammar is defined, in the text-books, as "the art of speaking and writing correctly"; yet how little attention is really given to this study as an *art*. It is of little use for a pupil to spend hours in the dissection of sentences, unless he can learn thereby to frame a proper expression of his own thought. It is a pleasure to state that, in many of our Grammar Schools, the practice of Composition has been made a regular exercise, although a due degree of importance is not attached to it in every case. No pupil should be deemed eligible to a higher school, who cannot convey his own ideas in simple, appropriate language, free from errors in orthography or syntax.

If more attention were given to Etymology, it would not only afford a better knowledge of the structure of our language,

but would probably be of great practical benefit, by acquainting the pupil with the meaning of words, and also with their orthography, as affected by their derivation. The text-books of Lynd have been highly commended, and seem well adapted to this purpose.

Reading, in our schools, should not only be characterized by correct elocution, but it is of still greater consequence that the pupil should truly understand what is read, and also appreciate, in some degree, the beauties of thought and expression. One or two schools might be named, in which great attention is paid to this point with excellent effect. The valuable compilations of Hillard and of Sargent are most used in our Grammar Schools, and it is recommended that all other reading books, now in use, be discarded, as soon as may be with due regard to economy.

Arithmetic has, of late, in our own schools, received a greater degree of attention than ever before, and greater also, it is believed, than is bestowed in most other places. The plan of instruction, in this important branch, is based upon Dana P. Colburn's excellent text-book, "Arithmetic, and its Applications," and the consequent success gives the Committee good reason to congratulate themselves on having adopted that work. Yet even here, pupils, after readily solving complicated "examples," will often fail to answer correctly easy questions, relating to the ordinary transactions of business. It seems to the Committee that written and mental Arithmetic should be taught in close connection, keeping their practical application always in view, and beginning with the lowest class in the Grammar School.

It appears strange that Book-keeping, one of the most valuable applications of numbers, and so essential in the humblest avocations, should be totally neglected. It is recommended that some concise and simple form of keeping accounts be taught in every Grammar School. The keeping of such a set of books, as well as frequent exercise in Composition, would tend to improve the hand-writing, an accomplishment which is to written language what correct and distinct enunciation is to speech.

Geography, the sole representative of physical science admitted to our Grammar Schools, is too often taught in a manner which seems to the Committee most unprofitable and absurd. To burden a child's memory with dry technical descriptions of distant countries, with the boundaries of foreign States, some of which exist only in imagination or in history, or with the precise position, in latitude and longitude, of innumerable points on the map, seems only calculated to disgust the mind, and to prevent a due perception of the beauty and importance of this science. The drawing of outline maps, by copying from memory as well as from sight, has been practised in some schools, serving to educate the eye and hand as well as the mind, and also developing a considerable degree of taste. In this connection, the Committee would deplore the want of a good geographical text-book. It is hoped that some ingenious person will, ere long, supply this great desideratum.

Perhaps a part of the time devoted to Geography might be more profitably spent in the study of History, which is now treated as of secondary importance.

Committees, as well as teachers and parents, often attach undue importance to the preparation of pupils for the High School. No one should be encouraged, or even permitted to enter this school, who is not thoroughly grounded in the fundamental studies of the Grammar School; and this thorough instruction is due to all, whether intending to enter the High School, or not. A large proportion of those received at the High School might, doubtless, have spent, with greater advantage, another year at the Grammar School. The absolute necessity of remanding many of those admitted last year has been a severe injury to the pupils themselves, and also, in some cases, to the schools to which they have returned.

Although the studies pursued in the Grammar School may appear, to some, unimportant, yet they are the solid foundation of a useful education, without which the superstructure, however imposing in appearance, will endure comparatively but for a moment. It is difficult to determine which is of the greatest

consequence; since each forms a link of a continuous chain, that cannot be broken with impunity. And however proficient a pupil may be in one branch of knowledge, if he is deficient in other and important branches, his ignorance seems to detract from the knowledge which he really possesses. For example: we enter one of our public schools; we hear a scholar explain, very readily, a problem in Arithmetic; we ask him to spell a word — he fails, — the chain is broken. Again, we hear another scholar read; he performs his task well; we request him to express some simple idea on paper — he cannot do it, — an important link of the chain is wanting.

From these, and other instances which might be adduced, we readily see that a *partial* education is not sufficient; that, as a tree, in order to be really useful, as well as beautiful, must not only have a sound and healthy root; but also a well formed trunk, and properly developed branches, together with the necessary appendages of leaf, flower, and fruits. So a scholar, who is rightly educated, must not pursue one study, to the exclusion of others equally important, although of a different kind.

And here it may not be improper to add, with regard to teaching, that he, and he only, is the true teacher who teaches, not for the present time merely, but for the future. The state of boyhood is transient, while that of manhood is co-existent with life itself. The skillful gardener, in transplanting a tree, digs a hole large enough for its roots to expand, and provides suitable nutriment, in order that it may thrive and grow; so the skillful teacher endeavors to induce his pupils to acquire for themselves a fund of knowledge, which shall not merely enable them to make a display at an examination, but shall be a nucleus, around which, as long as life continues, additional information may be gradually accumulating.

It has been suggested, by those having a deep interest in the welfare of the sea-faring youth belonging to our city, that something more might be done in our Grammar Schools, towards giving special instruction in the elementary branches of Navi-

gation, than the present system now offers. Many boys leave the lower classes of these schools, and even the Intermediates, to follow the sea for a livelihood, and frequently find themselves unqualified for advancement, when opportunity occurs, in consequence of the elementary instruction they may have received not giving them sufficient confidence to pursue the study and practice of Navigation. We are informed, also, that many youth, after one or two voyages, or when they arrive at an age to estimate the importance of an education, endeavor to supply this deficiency by private instruction, at the cost of much time and expense, when they can little afford the same; and that many, either from want of means or encouragement, neglect to improve themselves, and are thus rendered unfit for promotion, and fail to make enterprising and thrifty members of society.

It might be said that the course of Mathematics in our High School is all that can be desired to give one an acquaintance of the theory of Navigation and Surveying; and it is from this source that we are to obtain those who are to make our well instructed shipmasters and factors. But the qualifications for admission to this school are far beyond the previous attainments of the class of youth in question, and it is utterly impossible for them to think of availing themselves of the free instruction there offered.

With these suggestions, our attention has been called to a bequest made by the late Capt. Nathaniel West, of Salem, who died Dec. 19, 1851, leaving in the hands of trustees moneys sufficient to pay to the Salem Marine Society the sum of \$25,000, at the expiration of sixteen years after his decease, the income of which to be appropriated for the purpose of sustaining a Nautical and Commercial School for the young men of Salem, the government of said school to be entrusted to the Mayor of the City, the President of the East India Marine Society, Master and Deputy Masters of the Salem Marine Society, and the principal of the High School. The following is the clause of the will above mentioned:

"My said Trustees shall pay to the Salem Marine Society, for the purpose of establishing and forever maintaining a School for the Nautical and Commercial Education of Young Men of Salem, who may be intended for a seafaring life, the sum of Twenty-five Thousand Dollars out of said fund, to hold upon the following especial trust: that is to say,—

"That the Government of said Society shall place and keep said sum at interest, upon such sufficient securities as they may consider best for all concerned, and receive and apply the annual income thereof as follows, viz:

"They shall hire or purchase a suitable room or rooms for said School, and fit up and furnish the same with all necessary and proper furniture and apparatus, books, or other useful articles, and keep the same from time to time in good order and repair. The said School shall be under the care and instruction of a Teacher, at such a salary as will obtain the services of a person of capacity and acquirements adequate to teach all the branches of knowledge necessary to a thorough acquaintance with the theory and practice of Navigation in all its branches, Geography, Geometry, and the History, progress and present state of Trade and Commerce, foreign and domestic, and all other studies which may be useful in forming the character of a well instructed ship-master, factor, and merchant: said School shall consist of no more than twenty-five scholars at any one time; shall be confined to children of inhabitants of Salem, preference always being given to children, descendants, or relatives of those who have been, are, or shall become Members of said Salem Marine Society. No scholar shall be admitted into said School under the age of fifteen years, nor remain in it longer than three years at farthest. The said Teacher shall be elected by the Mayor of the City of Salem, the Master and Deputy Master of said Marine Society, the President of the East India Marine Society, and the Principal of the English High School in Salem for the time being, who are requested and empowered to act; and are hereby appointed a board of election and visitation of this Charity, with authority to visit said School semi-annually, and at all other times at their discretion, with power to make regulations for the government thereof from time to time; and to remove said Teacher for incompetency, misconduct, or any other sufficient cause, and appoint a successor as often as as occasion may require."

Might not such a school or department be organized, until the establishment of the regular school, as provided for above,

to meet the requirement of a large portion of our citizens. In making any arrangement of this kind, it would be courteous to consult the trustees of the fund, so that, after the payment of the donation, the school could be transferred to those having charge of its visitation.

In leaving the consideration of this subject to the wisdom of our successors, we desire to be permitted to express our admiration of the thoughtfulness and generosity of the donor, who, in the evening of a long life-time, and when the last red ray of his declining day was fast fading, revived, with clearness and energy, the impressions of his youth, and nobly evinced his love of home, and the deep and abiding interest for his townsmen, by providing for the wants of those who venture upon the perils of a sea-faring life. Nathaniel West was the second son of William and Mary (Beckford) West. He was born at Salem, on the 31st of January, 1756, and died in his native place, 19th of December, 1851. His early life was spent upon the sea, in the mercantile service; in middle life, an enterprising and successful merchant; and later, a retired capitalist.

In this connection, it may not be inappropriate to ascertain the acquirements of those who are now leaving the Intermediates and entering the lower departments of the Grammar Schools, and consider what progress, if any, has been made in this most important branch of our school system.

In the School Reports for the year 1855, it was clearly stated that our Grammar Schools, in common with our High Schools, were suffering under the disadvantage of having to do the work that ought to have been done, in a much more economical manner, in schools of lower grade; the same report recommended the organization of a new grade of Intermediate Schools, through which scholars should pass, after leaving the Primaries, for the purpose of receiving a thorough preparation in those studies in which they might be expected to sustain a satisfactory examination, before being allowed to enter the Grammar Schools. In accordance with the recommendation, a

committee was appointed, to give the measure a full consideration, and in June of the same year a report was submitted by them to that effect.

So much of the report as related to the High Schools met the deserved attention it demanded. The Committee, without experimenting, but availing themselves of the wisdom and experience of those most sincerely interested in the cause of public education, established a High School of the first order, which has happily succeeded beyond their most sanguine expectations.

In regard to so much of the report as referred to the Intermediate and Primary Schools, the Committee closely followed the recommendations contained therein, and carried out the arrangement proposed. Of the five new Intermediates thus established, the Bentley, the Browne, and the North street have succeeded admirably, having sent forward to the Grammar schools pupils well instructed in the required studies.

The Broad street Intermediate has been established only a short time, but hopes are entertained that it may prove entirely successful. The Grammar schools, however, of this district, especially the Hacker, still suffer in a measure, "under the disadvantage of having to do the work which should be done in schools of lower grade."

There appears no reason why the Intermediate schools, so important, indeed the most important of the whole school system, should not be sustained by the most faithful teaching and the most attentive oversight. Pupils upon leaving these schools should be well grounded in the elementary studies of Reading, Spelling, Geography and Arithmetic, especially in accurate reasoning in mental arithmetic to a certainty in the truths of its results, and should also understand the first principles of penmanship. With these qualifications, on entering the Grammar schools, should any of the boys intended for a seafaring life, be much beyond the usual age required for admission, they would soon make themselves acquainted with the four great rules of arithmetic and the golden rule of three and be prepared to commence the study of practical Geometry

and of Logarithms, under any teacher of navigation to whom they might apply.

Those unfortunate children who, by unhappy social influences, or by sluggishness of mind, are prevented from advancing as rapidly as others, especially need the watchful care of those who control public instruction. Teachers are apt to fall unconsciously into the neglect of such, although they most need close attention and persevering labor. The need of more practical instruction seems especially obvious in the case of such pupils. If some special provision could be made for them, by which they might be taught such arts, and obtain such knowledge as would enable them to sustain themselves with credit in some respectable employment, it would benefit not only themselves, but also those classes to whose progress they are now a most grievous hindrance. It is a difficult but an important question, and merits careful and earnest consideration.

The Committee hope that, in remarking upon the necessity of making education practical, they may not incur the suspicion of undervaluing that more liberal, scientific and æsthetic culture which often lends to the human mind strength and beauty almost superhuman. But considering that most of those who fill our Grammar schools, will occupy positions in life in which the immediate availability of learning must constitute its chief value; and especially looking at the truth, that all higher education must be based upon this same sure, strong foundation, the want of which often renders the scholar ridiculous—and his acquirements useless; they feel confident that all who will duly examine the subject will coincide in these views.

No particular deficiencies of discipline have been brought to the notice of the Committee during the past year which need to be mentioned in the present report, or which call for special criticism with reference to particular schools. But there are certain general views of this subject which may not be untimely, and which, though old and familiar, will bear repetition.

The ability to organize, to direct, and to control the conduct

of others is a natural gift, which some possess in an eminent degree, and in which others are almost wholly deficient. It is the possession of this faculty which qualifies the successful teacher for his task as a disciplinarian. He calls it into almost constant exercise. It enables him to govern his school easily and naturally as well as wisely and well, rather by the exercise of a strong sympathetic force than by the use of outward visible authority.

As the ability to control others seems to flow from mental and moral qualities inherent in personal character, so, on the other hand, the disposition to yield to authority, to accept the discipline and direction of superiors, and to seek their advice and counsel, is a general trait of the youthful character. The young are disposed to confide in the wisdom of their elders, to rely upon their kindness, and to accord that cheerful obedience and respect which the pupil is always expected to grant to his teacher. These fine natural relations of the inferior with the superior are the basis of all true school discipline. The kind and judicious teacher presides over his youthful charge as the natural leader and guide of his willing subjects. The sympathetic and harmonious relations which subsist between them result in order, regularity, freedom, and true progress.

This high order of discipline is not always attainable. We wish we could say that it is even generally exhibited; but we are obliged to confess that it is an ideal of true school organization not often realized.

But some kind of discipline there must be in every school. If we cannot have that which is best, we may at least require an approach towards the best type, in the general predominance of kind and friendly relations, and the substitution of "the law of love" for the harsh methods of the mere overseer.

What is true school discipline? Is it the mere exercise and exhibition of authority, the rigid enforcement of rules of outward order? Is it a forced and unhappy subjection of the pupil by the terror of the rod, or of harsh demeanor? Is it that painful constraint which is produced solely by the fear of punishment? Obviously not. Schools are sometimes marked

by an unnatural stillness, a deadness, the buoyancy, freedom, and animation of youth seemingly crushed out of the children, so that pupils and teachers are no longer what they should be, a living body of co-workers and mutual helpers. To visit such a school is a trial, rather than a gratification. No better evidence can be had that the teacher has mistaken his calling, that he has not that nice apprehension of the wants, capacities, and sympathies of children, which would qualify him for the proper performance of his high duties.

We would not set up any impracticable standard. We do not expect schools as they are, with children as they are, often untutored and untrained *at home*, to be governed wholly by moral and invisible means. Roguery is often too real, too outward, to be checked without visible, material, and bodily agencies. The good teacher exerts a moral influence as subtle and powerful as magnetism, by which he may reach and constrain his pupils; but sometimes the magnetism fails, and the torch becomes more useful.

The idea we would enforce is, that there are no specifics for school government. The wisest Committees could not devise rules and regulations which would enable the teacher to discipline his pupils happily without those personal qualifications which are requisite to success. To possess these qualifications could be the anxiety of every teacher, and to be strengthened therein should be the aim of his studies and of his self-discipline.

The well-governed school is a perfect organism, nicely adjusted in all its parts. There is little friction in its movements, no harsh grating of the machinery, but smooth, equal, and regular action. The exercise of authority is not so much felt. Quiet and order prevail as a general satisfaction, rather than as an enforced condition. The rod is resorted to seldom and reluctantly, never suddenly and in anger. The manner of the teacher is calm and kind. Harsh and hasty language is foreign to his lips. He exerts a constant moral influence over his pupils, flowing from the truest relations of personal intercourse—an influence more permanent and power-

ful than any other form of discipline. The scholars are quiet, but not constrained. The school seems to discipline itself.

Such a school is a source of boundless good to the community. The greatest and noblest results are attained therein. The youthful mind has a chance there to expand itself naturally and freely, and is invited forth by all the influences of the place. In this sunny and mellow atmosphere the most precious fruits are ripened. The mental powers are awakened, the moral nature is strengthened, the manners and deportment are improved. It is a happy as well as an improving place.

In concluding this report, the Committee cannot pass over the subject of truancy, which has been alluded to in those of previous years, without being sensible of an omission of duty, on their part, to the community. Although the percentage of attendance in many of the Grammar Schools is good, as may be seen by consulting the records, yet they are aware that many truant children are wandering about the streets, apparently attached to no school, and who cannot be brought under any of the regulations without the co-operation of the City Council, who, by accepting the various acts of the Legislature, passed in previous years, in relation thereto, are authorized to frame an ordinance to carry the same into effect, after its approval by one of the Judges of the Court of Common Pleas. This subject has been several times brought to their notice; but no definite action has been accomplished. The principal reason assigned by the Council for non-concurring in this measure, has been the want of a suitable place to commit offenders; refusing, with propriety, to send them to the almshouse, jail, or House of Correction, well knowing that contamination, and not reformation, would be the consequence.

There is, at the present time, a great necessity of establishing at once, the Reform School provided for by the will of the late Miss Caroline Plummer, more particularly as the State Reform School at Westboro' is full, and no commitments can be made at that place. The funds in the hands of the trustees of the Plummer Farm School of Reform for Boys will not be suffi-

cient, for several years, to authorize any action towards establishing the said school, unless assistance should be derived from other sources. It is hoped that whenever an appeal should be made to the liberality of the public, in aid of this so desirable an institution, the effort will not be in vain, but a ready and cheerful response, sufficient for all reasonable demands, will be the result.

Perhaps much may be accomplished to this end, and many of these wayward children be induced to attend school, if parents, especially those who manifest an apparent indifference to the schools, and merely send their children as a matter of course, should take some interest, and co-operate with the teachers, in all matters pertaining to school instruction and discipline; such an example would undoubtedly exert an influence for good. Without this co-operation of parents and teachers, the great aim of our public school system cannot be fully attained.

In this connexion the committee would suggest that erroneous opinions are entertained, by some, who think that their duty is accomplished if their children are sent to school, without apparently caring how and when they go, and how they behave whilst there, or what proficiency they make in their studies; this condition of things if allowed to exist to any extent will materially discourage the efforts of the teachers and thereby injure the character of the schools, as well as the future reputation and habits in life of the scholars themselves.

The mere acquisition of knowledge is not all that should be obtained in school—habits of industry, of good behavior, of attention, punctuality and exactness in all duties, and above all a degree of responsibility should be required and faithfully observed. Is it well to be satisfied with a little knowledge of some of the branches of instruction with the idea that simple reading and writing or the like is all that is useful, but, with that of a highly elevated character, to enlarge and discipline the mind in the formation of correct principles.

Elementary Instruction, excluding to a certain extent, that which is of a higher grade, does not lead to the diminution but

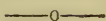
rather to the increase of crime. Moreover superficial education makes the mind a receptacle of every kind of imposture, and has been the cause of the spread of many popular delusions. Presuming the correctness of these statements, it is the duty of those who have the superintendence of our public instruction, teachers, parents, and others, to correct all defects that may occur in the system, to teach children not only words, but things, and, above all, morals. Whatever is engrafted upon the schools re-appears in the national character.

Respectfully submitted.

HENRY WHEATLAND,
HENRY F. KING,
A. B. ALMON,
H. J. CROSS,
GILBERT L. STREETER,
N. G. SYMONDS,
GEORGE F. READ,
JACOB PERLEY,
N. B. PERKINS.

SALEM, Feb'y, 1858.

INTERMEDIATE AND PRIMARY SCHOOLS.



The Committee in charge of the Intermediate and Primary schools, would respectfully Report :

That the Schools under their charge were generally in a very satisfactory condition, at their annual examination in January, and that their state proves the wisdom of the change of organization made in this class of schools, about three years since. The classes entering the Grammar Schools, from the above mentioned schools, were never better prepared than at present; and the thorough training received in the Intermediate can be traced through the subsequent course of the pupil.

In accordance with the unmatured arrangements of the previous committee, some changes which were considered to be beneficial to the interests of the city, have been made during the past year.

In September the Broad Street Primary School was organized as an Intermediate and Alphabet,—with CAROLINE STEVENS as Principal, REBECCA STACEY, 1st Assistant, M. E. STEVENS and SARAH E. FRANCIS, Assistants. At the same time the Fowler Street Intermediate was changed to a Primary, and at the close of the summer term, Miss Mary E. Dewing resigned; the vacancy thus made has not been filled.

In July, the Federal Street Primary was discontinued. The pupils were transferred to other schools near their several districts. At the close of the Summer term, Miss SARAH H. HIBBETS was appointed Principal of the Bridge Street Primary in the place of Miss Elizabeth Lord who retired in consequence of her health not being adequate to perform the requisite duties. Miss Lord has been a faithful teacher in our schools

for a long term of years, and the value of her past services to the community is deserving of remembrance. At the same time the Forrester Street Primary for boys was discontinued, and its pupils received into the Phillips Intermediate and Alphabet. In September, Miss Abbie Stowers resigned the situation of assistant in the North Street Intermediate, and Miss MIRIAM M. WOOD was appointed to the vacancy. In May, Miss S. E. H. Jenks resigned the situation of assistant teacher in the Browne Intermediate, and Miss H. N. TYLER was appointed to the situation. In July, Miss S. E. HONEYCOMB was appointed to the vacancy in the Bentley Intermediate, occasioned by the resignation of Miss M. A. Porter.

To perfect the system inaugurated three years since, there still remain some changes to be made in other districts, so that eventually the old "Primary" school may give place to the "Intermediate and Alphabet," under the direct supervision of a Principal, who can have the oversight of a pupil from his entrance upon school life, until his arrival at the Grammar School—an advantage which the present committee view as worthy of some cost, and trust that their successors may look upon favorably.

The Committee would recommend an alteration in the "Rules of the School Committee," so that no child under *five* years of age should be received into the public schools of the city.

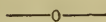
Respectfully submitted,

EDWARD BROWN,

Chairman of the 3d Visiting Committee.

February, 1858.

CLASSICAL AND HIGH SCHOOL.



Principal, JACOB BATCHELDER, A. M.

Usher, GORDON BARTLET, A. B.

Assistants.

MISS LYDIA C. DODGE. MISS MARY A. BATCHELDER.

MISS CAROLINE LORD. MISS SARAH H. SHAW.

To those who have had the charge of this School in its instruction and discipline since our last Report, great credit is due for their stability and fidelity. Whatever measure of success has attended the working of our Academic experiment, in bringing the two sexes together for study and in combining the Classical and English departments, is to be ascribed to them. It is the fruit of their zealous and efficient toil.

To the union of the Classical and English forms, it is familiar to the Board, that a majority of this Visiting Committee were very early averse. We were apprehensive from the outset, that the merging of the Latin School in a more general scheme would deprive the pupils who are preparing for college of any adequate attention on the part of the teachers—or of any such care, as is found to be necessary to ensure a thorough and accurate training. The Latin School in its day held out to its pupils the most ample opportunity for a scholarly groundwork. The effect of combining it with our present arrangement has been to impair this signal privilege; while the silent influence of throwing into the shade, what was once a prominent and distinct academy, necessarily increases the prevailing indifference to a University course. Our three classes together have

urnished the last season but nine pupils in all who have been fitting for admission to the walls of college: the senior class, five—and the middle and junior ranks, only two each. We consider it a matter of very sincere regret, in a City so honored for intelligent men and so distinguished in the past for its scholars and writers, that a learned and liberal and elegant culture should be less sought for than formerly—and when sought should be less attainable by the children of the poor as well as the rich.

In our report to the Board, presented a year ago, we suggested that the Usher should be particularly charged with the instruction of pupils who are pursuing the classics. But owing to the care of a separate hall which is committed to him, and to other demands upon his time and strength, the amount of attention that he has been able to bestow has not proved sufficient. We beg to remind the Board of the importance of embodying in some permanent form, the advantages and incentives of the late provision; and we submit to their judgment, that a more proper equivalent, in the shape of a department devoted wholly to the languages, ought to be adopted in the place of the Latin School, in connection with the system, which is now successfully under way.

We trust we need not affirm that we intend no disparagement of the School under our care by the remarks we have made. At least of all, do we reflect upon the very competent Teachers to whom it is entrusted. Notwithstanding some defect in the constitution of the School its general condition and oversight are much to be praised. Perhaps at no time have they been more appreciated than at this particular moment. The School has a hold upon the public mind and heart, which, though impaired to some persons by the peculiarity of its structure and its consequent size, shows how well the Principal, and no less his Usher and his female Assistants have each done their duty. It gives us pleasure to refer to the annual examination and exhibition that have been recently held. A large concourse of friends bore witness with the Committee to the happy and intelligent manner, in which on both of these occasions the exercises were

conducted. In the sciences generally, in history, in book-keeping, which is taught after an original and luminous method—in the languages and in rhetoric to a certain extent, there was a very creditable show of the proficiency made. Fifty-four, of both sexes, received diplomas at the time, and two of the members of the class preceding completed the fourth or *advanced* year of instruction.

The question is sometimes asked, in view of the variety gone over in the High School, whether an elective privilege might not be advantageously grafted upon our general plan; whether those, for instance, who are preparing for commerce need to attend to the same as those designed for a trade, and whether classical students might not dispense with much, irrespective of the fact that they will elsewhere learn it, that is proper for both of them. We should incline to favor an elective scheme on account of the inaptitude of certain classes of minds to particular studies—but we are far from the opinion, that to any description of pupils a comprehensive range is unimportant and needless. On the contrary we believe, that the wider the scope and the more numerous the pursuits, consistently with exact and definite knowledge, the greater will be the vigor in any single direction to which the attention may be afterwards turned. We like broad rivers receiving into their bosoms tributaries from the hills and from the distant mountains, better than deep-cut channels, flowing dark and solitary. There is an addition of strength from every mental acquisition. The mind is more fully and harmoniously developed when its stores are varied, and if less profound in any chosen department, as it need not become on account of variety, it is more ample and genial and full of life for its different resources. Every branch in turn cultivates its own distinctive taste, and wakens into exercise some peculiar power, and the effect of combining their several forces is to accomplish with ease what any single talent, however trained it be, can achieve with difficulty.

We think that the course of our Common School Education admits of little improvement for the end it contemplates. There is only one change which we should like to engraft, and that is

a projecting into more bold relief of a strictly moral and religious ingredient. Owing to denominational jealousies, Christianity as a creed cannot be taught in our schools. We need, it must be owned, a cultivation of the spiritual no less than the intellectual and rational nature. The heart and the conscience are truly as deserving of attention as the understanding and the reason. The fearful increase of crimes, of frauds and embezzlements and breaches of trust is producing, we think, a daily growing conviction that principle in youth is quite as important as learning. They should be wedded together. And therefore all encouragement is to be shown the instructor who endeavors to imprint the precepts of the Gospel on the minds of his charge; while, in the restriction of the teacher to a narrow circle of ethics, it devolves upon parents in the more imperative manner, to see that their children are religiously taught, and are virtuously brought up to lead a godly and a Christian life.

Respectfully submitted.

GEORGE LEEDS,

Chairman of the 1st Visiting Committee.

SALEM, February, 1858.

APPENDIX.

(A.)

Account of the Organization, Requirements for Admission, Course of Instruction, &c., of the Salem Classical and High School.

By a vote of the School Committee, passed in September, 1854, the Fisk School was united with the Bowditch. Under that organization the Bowditch School was divided into two departments, the Classical and English.

At a meeting of the School Committee, held May 21, 1855, the plan of uniting the Bowditch and Saltonstall Schools was proposed, and, after due deliberation, favorably considered. The subject was referred to a Committee, who, at the next meeting of the Board, offered a report in favor of the proposed union. After diligent inquiry and personal inspection of several schools, where the mixed system had been adopted, it was their unanimous conclusion that such a union was not only feasible, but highly desirable. Whereupon it was ordered that the Executive Committee be requested to memorialize the City Council for the appropriations necessary to defray the expense of the erection of a suitable building. The appropriations were granted, the contracts were made, and the work was commenced Sept. 3, 1855, — and March 13, 1856, the building was dedicated by appropriate exercises.

COURSE OF INSTRUCTION.

JUNIOR CLASS.

FIRST TERM.

1. Sherwin's Algebra.
2. Willson's History.
3. Andrews' First Latin Book.
4. Mitchell's Ancient Geography.
5. Writing, Reading, Spelling and Defining.

SECOND TERM.

1. Sherwin's Algebra.
2. Johnson's Natural Philosophy.
3. Andrews' First Latin Book.
4. Map Drawing ; Greek.
5. Writing, Reading, Spelling and Defining.

MIDDLE CLASS.

FIRST TERM.

1. Davies' Legendre's Geometry.
2. Youmans' Chemistry.
3. Andrews' Latin Grammar and Latin Reader.
4. Sophocles' Greek Grammar.
5. Fasquelle's French Grammar.
6. Writing, Reading, Spelling and Defining.

SECOND TERM.

1. Davies' Legendre's Geometry.
2. Day's Rhetoric.
3. Youman's Chemistry.
4. Andrews' Latin Reader.
5. Sophocles' Greek Lessons.
6. Fasquelle's Coll. French Reader.
7. Writing, Reading, Spelling and Defining.

SENIOR CLASS.

FIRST TERM.

1. Botany.
2. Book-keeping.
3. French.
4. Greek Reader.
5. Cæsar's Commentaries.
6. Virgil.
7. English Classics.
8. Composition and Declamation.
9. Constitution of United States.

SECOND TERM.

1. Astronomy.
2. Surveying and Navigation.
3. French.
4. Greek Reader.
5. Physical and Civil Geography.
6. English Classics.
7. Composition and Declamation.

ADVANCED CLASS.

FIRST TERM.

1. Geology.
2. Cicero.
3. French.
4. Intellectual Philosophy.
5. Writing Latin.
6. Writing Greek.
7. Plane and Spherical Trigonometry.
8. Composition and Declamation.

SECOND TERM.

1. Zoology.
2. Logic.
3. Cicero.
4. Review of Virgil.
5. Review of Greek Reader.
6. Experiments in Chemistry and Natural Philosophy.
7. Science of Geometrical Form.
8. Composition and Declamation.

Lectures, illustrated by experiments, will be given on the subjects Chemistry, Natural Philosophy, Astronomy, and Botany.

ADMISSION OF PUPILS.

No pupil will be admitted to the Classical and High School, who has not reached at least the age of twelve years, of which a certificate must be furnished by the parent or guardian.

Each candidate will be required to present, when called for by the examining committee, a certificate of good moral character from his or her last instructor, and to pass a satisfactory examination in Spelling, Reading, English Grammar, Writing, Arithmetic, Modern Geography, and the History of the United States.

In the examination in Arithmetic, explanations will be required to be given of any problem, indicated by the examiners, and in the oral examination in Grammar, the candidate must exhibit a knowledge of analysis as well as of parsing. The examination will be strict, and a thorough knowledge of the required studies, according to the books used in Public Grammar Schools, will be indispensable to admission.

In determining all cases of doubt respecting the qualifications of any of the candidates, the records of the several Grammar Schools from which they came, will be consulted, and be a guide to decide upon the propriety of admitting them to an oral examination in the branches in which they may appear to fail.

Any boy or girl belonging to the city, who has been previously educated in a private school, and has passed a satisfactory examination in the studies pursued in the schools of the second grade, under the direction of the second visiting committee, may also be a candidate for admission.

The following questions were given to candidates for admission to the Classical and High School, at the examination in February, 1858.

QUESTIONS IN ARITHMETIC.

1. Multiply 2-3 by 4 3-4 by 5-6 of 2-7; and divide by 1-2 of 3 4-9, cancelling where the work admits of it.
2. How many cords of wood can be packed in a shed, which is 18 ft. 7 in. long, 10 ft. 5 in. wide, and 7 ft. 11 in. high?
3. A farmer had 1-4 of his sheep in one field, 1-6 of them in the second, 1-8 of them in the third, 1-12 of them in the fourth, and 450 in the fifth. What was the whole number of his sheep?
4. If 3-16 of a dollar will buy 3-4 of a bushel of apples, how many will 7 3-8 dollars buy?
5. If the wages of 6 men for 14 days be 84 dollars, what will be the wages of 9 men for 16 days?
6. What is the interest of \$0.134 for 4 months and 3 days at 6 per cent. per annum?
7. For what amount must a note be written, so that when discounted at a bank for 6 months at 6 per cent. per annum the borrower may receive \$365?
8. What is the Compound Interest of \$360 for 5 years, 6 months and 24 days at 6 per cent. per annum.
9. A owes B \$50 to be paid in 2 months, \$100 in 5 months, and \$150 in 8 months, what is the equated time for the payment of the whole?
10. Sold cloth at \$4.05 per yard, whereby I gained $12\frac{1}{2}$ per cent.; what was its cost?

QUESTIONS IN GRAMMAR.

1. What are the names of the parts of speech? To which part of speech belong the words in the following sentence?
"Oh, that he would not walk with a noisy tramp."
2. What are the plurals of the following words, viz: "Echo, lady, money, wife, spoonful, father-in-law."

3. Write one or two sentences, containing a noun and a personal pronoun, each in the Possessive case.
4. Write the inflection of the verb *save* in the Passive voice, the Potential mood, in the different tenses, in the first person singular.
5. What is the *form* of the verb *save*?
6. Decline the personal pronouns, *he, she, it*.
7. Mention the Indefinite Pronouns.
8. Which are the Auxiliary verbs?
9. Parse the words in the eighth question.
10. Write a sentence or three sentences containing a regular verb in the Active voice, Potential mood, Past tense, in the third Person and Plural number;—an adjective in the Comparative degree;—and a proper noun in the Objective case.
11. Correct the following sentence, viz. "George has wrote and invited Henry and I to come and see his garden and partake of it's fruit."

QUESTIONS IN HISTORY.

1. When and where was the first permanent settlement in North America?
2. What were the causes which induced the Pilgrims to break up their settlement at Leyden?
3. What two objects were principally in view in forming Oglethorpe's settlement in Georgia?
4. What important union was effected in 1643?
5. What was the cause of the French and Indian war of 1755 and 1756.
6. Give an account of the Boston Massacre.
7. What epithet has the historian affixed to the name of Benedict Arnold and why?
8. Give some account of Gen. Burgoyne.
9. What was the result of the siege of Yorktown?
10. In what year did the war of the revolution terminate?

QUESTIONS IN GEOGRAPHY.

1. Which of the five great lakes lies wholly in the United States?
2. What are the boundaries and the chief town of Kansas?
3. What three states extend northerly to the thirty-fifth degree of latitude?
4. Between what degrees of Latitude, and what degrees of Longitude do the United States lie?
5. What countries lie on the western coast of South America, and what are their capitals?
6. What are the three largest rivers of South America, and where do they rise, run and empty?

7. What is the highest mountain on the western continent?
8. Mention the countries of Europe which border on the Mediterranean sea, and their capitals.
9. What four groups of islands north of Scotland?
10. How is Crimea situated, and what is its Latitude?
11. How are Venice, Vienna, Constantinople, Calcutta and Delhi situated?
12. What eleven seas are in and around Asia?
13. What three rivers in the north of Asia flow northerly to the Arctic ocean?
14. What chain of mountains south of Siberia?
15. Where are the Japan islands? Give their separate names.
16. Where does the river Amour rise, run and empty?

The following Text Books are used in the Classical and High School :

LATIN.

Andrews' First Latin Book.	Andrews' and Leavitt's Latin
" Latin Reader.	Dictionaries.
Andrews' and Stoddard's Latin	Arnold's Latin Prose Composition.
Grammar.	Anthon's Classical Dictionary.
Anthon's Cæsar.	Various Standard Books for refer-
Anthon's and Cooper's Virgil.	ence.
Johnson's Cicero.	

GREEK.

Sophocles' Greek Grammar.	Arnold's Greek Prose Composi-
" Greek Lessons.	tion.
Felton's Greek Reader.	Liddell and Scott's Greek Lexicon.

FRENCH.

Fasquelle's French Course.	Picciola. De Stael's Corinne.
" French Reader.	Charles the Twelfth.
Fivas' Elementary French Reader.	Spiers' French Dictionary.

MATHEMATICS, SCIENCE AND ENGLISH LITERATURE.

Sherwin's Algebra.	Cartee's Physical Geography.
Davies' Elements of Geometry.	Quackenboss' Composition.
Davies' Surveying and Navigation.	Day's Rhetoric.
Olmstead's Astronomy.	Abercrombie's Intellectual Powers.
Johnston's Natural Philosophy.	Sheppard's Constitution of the
Hitchcock's Geology.	United States.
Gray's Botany.	Sargent's Fifth Reader.
Youman's Chemistry and Chart.	Shakspeare's and Scott's Works.
National Accountant.	

Hour and Order of Recitations.

FEBRUARY, 1858.

		A. M.			P. M.		
	SEC.	9 $\frac{1}{4}$	10	11 $\frac{1}{4}$	2	3	4
JUNIOR CLASS.	1	Latin Book. 4*	History. 2				Algebra. 4
	2	History. 2		Algebra. 2	Latin Book. 2		
	3			Algebra. 1		History. 2	Latin Book. 3
MIDDLE CLASS.	1		Geometry. 4	French. 3	Latin Reader. 4		Chemistry 1
	2	Chemistry 1	Latin Reader. 3			French. 1	Geometry. 2
	3	French. 3		Geometry. 4	Chemistry 1	Latin Reader. 3	
SENIOR CLASS.	1	Virgil. E*	Nat. Philosophy. 1	Gr. & Lat. Writing. W.	French. 3	Book-Keeping. W.	
	2	Book-Keeping. W.	French. E.			Nat. Philosophy. 4	Virgil. E.
	Advanced Class.		Zoology. W.	Greek Grammar. E.	German. E. Gr. Reader. W.	French. E.	Virgil. W.

This programme is designed for each week-day, except Wednesday and Saturday forenoons ; on which days the whole school engage in Reading and Analysis, Writing, Composition and Declamation.

* The figures refer to the No. of the Recitation Room ; the letters E. and W to East and West Rooms.

(B.)

CATALOGUE

OF THE

PUPILS OF THE SALEM CLASSICAL AND HIGH SCHOOL,
FOR THE YEAR 1858.

† Those who left during the year are thus designated.

ADVANCED CLASS OF GRADUATES ADMITTED IN THE YEAR 1855.		
<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences. Streets.</i>
GIRLS.		
Anna M. Allen	Ephraim Allen	161 Federal
Annie F. Balch	Harriet J. Balch	89 Federal
Harriet S. Bates	William B. Bates	76 Bridge
Anna M. Bates	Wm. B. Bates	76 Bridge
Martha H. Chisholm	Joseph Chisholm	7 Pond
Sophia O. Driver	George Driver	2 Cedar
Emma J. Fuller	Enoch P. Fuller	7 Pine
Frances C. Gavett	William R. Gavett	70 Derby
Mary C. Nichols	William F. Nichols	115 Boston
Mary L. Thorndike	William D. Thorndike	1 Prospect
Lucy E. Varney	Daniel Varney	71 Boston
Agr. 11 Girls.		
Boys.		
Henry G. Cassey	Sarah L. Smith	9 Dean
Edward C. Cheever	Joseph Cheever	8 Federal
Samuel A. Dalton	Joseph A. Dalton	75 Boston
Alvan A. Evans	Alvah A. Evans	11 Mason
Barnard W. Gardner	Richard Gardner	5 Barton Square
Francis W. Goss	Ezekiel Goss	19 Summer
George G. Hannan	D. B. Hannan	148 Federal
Leonard Harrington	Leonard B. Harrington	153 Federal
John Hodges, jr	John Hodges	266 Essex
Charles A. Metcalf	Benj. G. Metcalf	Lafayette
John D. Parker	John B. Parker	2 Ash
George H. Perkins	Nath'l B. Perkins	5 Oliver
George B. Phippen	George D. Phippen	92 Bridge
Henry A. Smith	Caleb A. Smith	North
Octavius B. Shreve	Benjamin Shreve	123 Federal
William W. Tuttle	Henry G. Tuttle	8 North Pine
George W. Varney	William Varney	78 Boston
Charles O. Welch	Aaron Welch	4 Allen

Agr. } 18 Boys.
11 Girls.

Total 29

CLASS ADMITTED IN THE YEAR 1856.

<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences. Streets.</i>
GIRLS.		
Sarah E. Babbidge	Elizabeth Babbidge	7 Elm
Sarah E. Bates	Charles F. Bates	2½ Federal
†Margaret B. Clark	John W. Clark	52 Lafayette
Anstiss P. Cutts	Benjamin Cutts	32 Beckford
Mary E. Davis	Horatio G. Davis	199 Bridge
Susan W. Dodge	John W. Dodge	25 Hardy
J. Augusta Fisher	Thorp Fisher	115 Federal
Lydia A. Hill	William Hill	10 Walter
Grace P. Hunt	Hannah H. Hunt	19 Church
Annie E. Jones	Owen Jones	18 Chestnut
Harriet E. Lewis	Samuel Lewis	14 Ward
Lizzie A. Lovejoy	John Lovejoy	40 Essex
Lizzie P. Nourse	Aaron Nourse	35 Andrew
Caroline A. Perkins	Joseph Perkins	12 Mall
Margaret S. Preston	John Preston	1 Mount Vernon
†Annie E. W. Robinson	Lucy A. Robinson	91 Lafayette
†Charlotte A. Russell	Jonathan Peirce	10 Summer
Sarah S. Saunders	Philip H. Saunders	3 Prospect
Emma H. Short	Charles Short	18 Central
Juliette H. Short	Charles Short	18 Central
Caroline Sibley	Moses Sibley	6 Pond
Caroline A. Stimpson	James C. Stimpson	39 Boston
Anne Sweetser	Ephraim Sweetser	72 Summer
Mary E. Sweetser	Abigail E. Sweetser	114 Essex
†Anna S. Symonds	Thomas Symonds, jr	7 Dearborn
Caroline Symonds	William A. Symonds	60 Buffum
†Ellen F. Way	Truman Way	9 Ward
		<i>Aggr. 27 Girls.</i>
BOYS.		
†George A. Bedee	Appleton G. Bedee	23 Cedar
George H. Blinn, jr.	George H. Blinn	55 Federal
Nathaniel C. Bousley	Joseph Bousley	14 Cedar
George E. Bousley	Joseph Bousley	14 Cedar
Robert B. Brown	Mary Brown	8 Cross
†Elbridge K. Brown	Nathaniel A. Kimball	Pleasant
Augustus Brown	Jonathan Brown	32 St. Peter
William P. Brown	William B. Brown	86 Bridge
†Zach Burchmore	Zachariah Burchmore	7 Northey
William H. Dalrymple	James Dalrymple	6 Herbert
†Charles H. Elwell	Charles B. Elwell	15 Hathorne
Charles A. Estes	George W. Estes	8 Howard
Francis H. Fletcher	Rachel Kelsey	3 Pratt
Edward M. Hale	Joseph Hale	101 Mason
Jacob C. Hiltz	Deborah Hiltz	45 Endicott

<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences.</i>	<i>Streets.</i>
William D. Huntington	Asahel Huntington	35 Chestnut	
George F. Jelly	William Jelly	10 Beckford	
William H. Kendall	Alvah Kendall	11 Hathorne	
John R. Lakeman	Mrs. Eben K. Lakeman	12 Elm	
Frank H. Lamb	Samuel T. Lamb	Cabot st. Boverly	
James A. Noble	Mary L. Noble	67 Essex	
Oliver Ober	Samuel Ober	57 Charter	
James W. Perkins	Edward B. Perkins	9 Cherry	
†William A. Preston	Jonathan Preston	55 Summer	
Richard C. Price	Charles Price	13 High	
John S. Putnam	Charles F. Putnam	5 Orne	
Nathaniel F. Robinson	Martha C. Robinson	23 Church	
Cornelius B. Shea	Bartholemew Shea	11 Ropes	
Samuel A. D. Sheppard	Samuel Sheppard	9 Lynn	
†Lawrence P. Smith	Joseph Smith	3 Hamilton	
†William M. Smith	Peter M. Smith	7 Curtis	
Benj. F. Stoddard	Benj. Stoddard	39 Harbor	
Clifford C. Waters	William D. Waters	8 Pleasant	
Charles F. Williams jr.	Chas. F. Williams	5 Monroe	
†James S. Williams	Charles F. Williams	5 Monroe	

<i>Aggr.</i>	<i>Left.</i>	<i>Present No.</i>
Boys 35	8	27
Girls 27	5	22
Total 62	13	49

CLASS ADMITTED IN THE YEAR 1857.

<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences.</i>	<i>Streets.</i>
<i>GIRLS.</i>			
Priscilla B. Adams	Samuel Adams	8 Saunders	
Emily W. Archer	Augustus J. Archer	134 Federal	
Katie M. Baker	Anna Baker	11 Washington	
Ardelia W. Batchelder	Jacob Batchelder	28 Brown	
†Harriet L. Bedee	Appleton G. Bedee	23 Cedar	
†Arabella C. Blaney	Hannah Lovett	22 Forrester	
Mary E. Boyden	Wyatt C. Boyden	Beverly	
Sarah P. Braden	James Braden	169 Federal	
Caroline F. Buswell	Ebenezer Buswell	51 Lafayette	
Laura Colman	Benj. Colman	3 Winter	
Frances L. Da Costa	William Proctor	4 Cabot	
Sarah E. Dalrymple	Simon Dalrymple	99 Essex	
Ruth Helen Driver	George Driver	2 Cedar	
Josephine E. Eaton	Nath. J. Eaton	29 Brown	
Sarah Farrington	Edward Farrington	12½ Hathorne	
Emily A. Glover	Mrs. Jonathan Glover	15 Hathorne	
Abby A. Grant	Samuel Grant	21 Union	

<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences. Streets.</i>
Hannah M. Hanson	Tobias Hanson	Beaver
Susan A. Hanson	Tobias Hanson	Beaver
Georgianna Harris	Daniel M. Harris	12 Upham
Eliza W. Harrington	Wm. H. Harrington	116 Boston
Amanda M. Ingalls	Wilson H. Ingalls	84 Mill
Helen M. Ives	William Ives	390 Essex
†Mary Lizzie Janes	Joshua B. Janes	19 Winthrop
Annie B. Knight	Albert Knight	13 Salem
†Mary W. Leavitt	Walter Leavitt	79 North
Maria C. T. Luscomb	Joseph W. Luscomb	4 Conant
Alice M. Mahoney	Jeremiah Mahoney	12 Boston
Harriet A. Marden	Joseph Marden	20 Endicott
Adelaide L. Meacom	George Meacom	Beverly
Mary W. Nichols	Mary H. Nichols	8 Central
Sarah A. Nichols	Wm. F. Nichols	115 Boston
†Phebe R. Osborn	Samuel B. Osborn	Orne
Eliza J. Phelps	William Phelps, jr.	16 River
Abby H. Sanborn	Frank T. Sanborn	31 Forrester
Emma B. Sibley	John H. Sibley	1 Salem
Grace Q. Sims	Richard T. Sims	46 Lafayette
†Ellen S. Tilton	Samuel D. Tilton	4 Ash
Eliza J. Trask	Thomas Trask	135 Essex
Mary F. Tucker	Jonathan Tucker	29 Andrew
Frances A. Treadwell	Thomas Treadwell	77 Federal
Eleanor S. Waters	Andrew S. Waters	54 North
Elizabeth E. Weeks	William Weeks	8 Dearborn
Emma L. Whiting	Elizabeth T. Whiting	Beverly
†Sarah F. Wilkins	Jason Wilkins	12 Lemon

Aggr. 45 Girls.

Boys.

Edward A. Andrew	Mrs. John F. Andrew	9 Newbury
Gilman A. Andrews	Gilman Andrews	5 Oak
James G. Bovey	Nicholas Bovey	Phelps Court
Hubbard Breed	Rebecca Breed	57 Summer
Edward Brown	George F. Brown	31 Dearborn
Ezra L. Brown	William McKean	20 Fowler
Francis N. Chapman	I. N. Chapman	38 Pleasant
†Frederick Chase	Philip Chase	83 Federal
Nathan P. Cutler	William Cutler	105 Boston
Joseph F. Dalton	Joseph A. Dalton	75 Boston
John H. Danforth	John K. Danforth	78 Essex
Charles A. Dearborn, jr.	Charles A. Dearborn	8 Buffum
Edwin H. Dodge	George Dodge	2 Brown
†James William Farmer	Joseph Farmer, jr.	47 North
Edward S. Frye	Joseph S. Frye	90 Boston

<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences. Streets.</i>
†Wm. D. Gardner	William F. Gardner	55 Endicott
Joseph S. Hale	Henry Hale	12 Northey
†George L. Hunt	J. D. Hunt	57 Federal
Francis D. Johnson	Samuel Johnson	2 Chestnut
†Charles F. Lee	Artemas Lee	Templeton
Jacob R. Lowd	David Lowd	12 Hathorne
John A. Mackie	John Mackie	80 Mill
Francis S. McKey	Mrs. E. McKey	56 Lafayette
†Frank Millet	Nathan Millet	9 Hardy
†George Newcomb	George L. Newcomb	1 Cedar
William H. H. Patch	Ira H. Patch	7 Sewall
Edward C. Peabody, jr	Edward C. Peabody	10 Andrew
Henry L. Plum	Eliza P. Plum	119 Essex
Frederick Pond	Joseph P. Pond	388 Essex
John Prince, jr	John Prince	27 William
Henry W. Putnam	Francis Putnam	59 Essex
†Perley Putnam	Perley Putnam	10 Andrew
†William L. Robbins	Anstiss T. Readey	202 Derby
Edwin F. Sanborn	James Sanborn	6 Orne
James A. Sanborn	James Sanborn	6 Orne
William C. Saunders	Louisa C. Saunders	33 Summer
Frank Searl	Joseph Searl	144 Boston
†Henry L. Shepard	Mrs. Israel D. Shepard	10 Williams
John F. Simon	Francis B. Simon	32 Charter
William H. Simonds, jr	William H. Simonds	17 Hardy
Augustus A. Smith	Joseph A. Smith	26 Winthrop
Charles H. Smith	Joseph Smith	3 Hamilton
†George H. Smith	Henry B. Smith	12 Reynolds
Edward H. Spalding	Josiah Spalding	106 Bridge
Charles H. Stocker	John W. Stocker	54 Endicott
Theodore A. Thorndike	William D. Thorndike	1 Prospect
Charles E. Walton	Joseph Walton, jr	9 Aborn
†William A. Willey	William Willey	28 Howard
Geo. H. Woodbury	James Woodbury	18 Whittemore

<i>Aggr.</i>	<i>Left.</i>	<i>Present No.</i>
Boys 49	12	37
Girls 45	7	38
<i>Total</i> 94	19	75

CLASS ADMITTED IN THE YEAR 1858.

<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences. Streets.</i>
<i>GIRLS.</i>		
Ellen R. Baker	Charles Baker	24 Lafayette
Mary A. Berry	George F. Berry	Skerry

<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences.</i>	<i>Streets.</i>
Rebecca B. Burding	Mrs. William Burding	122 Boston	
Anna T. Davis	Horatio G. Davis	199 Bridge	
Maria L. Draper	Arnold Draper	260 Essex	
Mary W. Elwell	Charles B. Elwell	6 Pond	
Eliza A. Goldthwait	Samuel F. Goldthwait	Northey	
Hannah C. Goss	Ezekiel Goss	15 Chestnut	
Carrie L. Grant	John C. Grant	98 Federal	
Clara H. Haraden	Andrew Haraden	6 Barton Square	
Katie C. Innis	John A. Innis	18 Beckford	
Harriette E. Jones	Samuel G. Jones	16 Howard	
Henrietta M. Lang	Benjamin Lang	49 Lafayette	
Emeline M. Littlefield	Moses H. Littlefield	22 Mechanic	
Sarah F. Pease	George W. Pease	45 Federal	
Mary H. Perkins	Daniel Perkins	15 Church	
Anstiss C. Perkins	Daniel Perkins	15 Church	
Susan B. Perkins	Nathaniel B. Perkins	5 Oliver	
Margaret F. Potter	Daniel Potter	343 Essex	
Evelyn M. Ramsdell	William G. W. Ramsdell	10 Cedar	
Susan K. Rogers	Albert Rogers	57 Broad	
Mary A. Russell	John Russell	43 Broad	
Harriette Scott	Sias Scott	79 Bridge	
Lizzie W. Smith	John R. Smith	29 Harbor	
Harriet A. Smith	Mrs. John Smith	21 Beckford	
Margaret Ann Stanley	Elizabeth Stanley	18 Andrew	
Lucy W. Stickney	M. A. Stickney	119 Boston	
Katie B. Taylor	Mrs. T. B. Taylor	6 Broad	
A. Augusta Trofatter	Robert Trofatter	18 Albion	
Louisa R. Wheeler	Mrs. Asa Wheeler	53 Endicott	
Lucy E. Winchester	Jacob Winchéster	97 Boston	
		<i>Aggr. 31 Girls.</i>	

Boys

William Agge	Jacob Agge	96 Federal
Charles F. Allen	Charles H. Allen	24 Hardy
Nathaniel P. Beaman	Charles C. Beaman	80 Bridge
John M. Berry	George E. Berry	41 Essex
George W. Clark	George C. Clark	110 Bridge
Joshua Cleaves	Nathaniel Cleaves	26 Pleasant
James E. Cook	James P. Cook	62 Bridge
George B. Cook	Humphrey Cook	151 Federal
William S. Cook	Elizabeth A. Cook	36 Pleasant
Augustus Dickson	Thomas Dickson	2 Mason
John W. Evans	Alvah A. Evans	11 Mason
William S. Felton	Harriet S. Felton	20 Winthrop
Joel Murray Friend	Joel Friend	152 Boston
Albert P. Goodhue	William P. Goodhue	51 Essex

<i>Pupils Names.</i>	<i>Parents or Guardians.</i>	<i>Residences. Streets.</i>
Philemon T. Gass	James Gass	317 Essex
Samuel H. Hamblet	Malvina L. Hamblet	18 Williams
Charles L. Harrington	L. B. Harrington	Beverly
Alphonso S. Harris	Walter S. Harris	84 North
Joseph B. Kemp	Samuel Kemp	102 Bridge
Horace P. Lambert	Porter Lambert	4 Howard
Augustus Lord	Ephraim Lord	Union Place
Henry M. Meek	Henry Meek	2 Curtis
Ferdinand Matthews	Richard S. Matthews	1 Summer
William S. Neal	Benj. B. Neal	9 Cambridge
Frederick M. Osborne	Stephen Osborne	17 Oliver
Edward E. Odell	Lydia Odell	16 Odell Square
William A. Perkins	Joseph Perkins	12 Mall
Thomas A. Perley	John Perley	252 Essex
James W. Pitman	Nathaniel Pitman	418 Essex
Thomas Pond	Joseph P. Pond	338 Essex
Joseph H. Preston	Abraham Hood	9 Webb
Charles S. Rea	Samuel G. Rea	45 Washington
Charles Richardson	Jeremiah Richardson	2 River
William W. Robertson	S. W. Robertson	44 Boston
John H. Russell	John B. Russell	Prospect
Percival Safford	Samuel A. Safford	24 Chestnut
Joaquin B. Smith	John B. Fiske	31 Mason
N. Tillinghast Snell, jr	N. Tillinghast Snell	17 Brown
Samuel C. Symonds	John D. Symonds	47 North
John F. Varney	William Varney	78 Boston
Parker L. Walker	Parker D. Walker	57 Endicott
Benjamin B. Wallis	William Wallis	23 Summer
John S. Williams	Mehitable O. Williams	3 Federal Court
		Aggr. $\left\{ \begin{array}{l} 43 \text{ Boys} \\ 31 \text{ Girls} \end{array} \right.$
	Total	74

SUMMARY.

	<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
ADVANCED CLASS	18	11	29
SENIOR "	27	22	49
MIDDLE "	37	38	75
JUNIOR "	43	31	74

Present number connected with the school,

227

(C.)

COMPOSITIONS

On the following Subjects, were read by Members of the Graduating Class, at the Examination of the Salem Classical and High School, on Monday and Tuesday, January 25th and 26th, 1858.

Language of Bells.....	Miss Emily O. Williams.
Self-Government.....	" Sarah M. Varney.
Change, the Universal Law.....	" Lucy E. Varney.
Knowledge is Power.....	" Mary L. Thorndike.
Architecture of Houses.....	" Mary J. Thayer.
Delays are Dangerous.....	" Lydia C. Norris.
Trials of our Pilgrim Mothers.....	" Mary C. Nichols.
Improvement on the Modes of Travelling...	" Amanda Lusecomb.
Never too old to learn.....	" Susan A. Hoyt.
Modern Extravagance.....	" Elizabeth A. Higbee.
There's Beauty all around our Path.....	" Sarah E. Henderson.
Farewell to my School.....	" Susan P. Gray.
" Water, water everywhere, { " Nor any drop to drink." }	" Catherine E. Fellows.
Nothing beneath the Care of Providence..	" Ellen Boyce.
Books are unfailing friends.....	" Anna M. Allen.
Ghostly Manifestations.....	" Harriet S. Bates.
" I have finished my Education.".....	" Margaret E. Dix.
The Old Church Yard.....	" Rebecca S. Breed.
By-Gone Days.....	" Anna M. Bates.
National Holidays.....	" Harriette N. Russell.
December's Welcome.....	" Martha H. Chisholm.
Christmas.....	" Frances C. Givett.
Poetical Description of Natural Scenery..	" Emma J. Fuller.
Voices of Memory and Hope.....	" Carrie E. Archer.
The Talkers of Society.....	" Annie F. Balch.
The Ocean.....	" Anna E. Batchelder.
" I am off.".....	" Leila R. Mansfield.

ORDER OF EXERCISES

*At the Exhibition of the Graduating Class of the Salem
Classical and High School, Wednesday, Jan. 27, 1858.*

(Original, except the Greek Dialogue.)

Travelling.....	Master C. F. Barker.
Invention of the first Steamboat.....	" P. A. Hamblet.
Street Education.....	" C. Metcalf.
Choice of a Pursuit.....	" L. Harrington.
Forest Scenes.....	" R. W. Reaves.
Sports of Men and Boys.....	" C. H. Short.
Rivers of America	" J. Hodges, jr.
Youth of Washington.....	" C. W. Brown.
Predictions on the Weather.....	" B. W. Gardner.
The Travelling Yankee.....	" D. B. Pillsbury.
Returning Good for Evil (Dialogue)	{ " S. A. Dalton,
	{ " A. A. Evans,
	{ " G. B. Phippen,
	{ " G. H. Perkins,
	{ " C. C. Perkins,
	{ " C. A. Metcalf,
	{ " G. W. Varney.
Our Nation.....	" H. A. Smith.
The Importance of Knowledge.....	" W. W. Tuttle.
The Mutiny in India	" W. H. Townsend.
Men, not Money, our staple productions..	" H. G. Cassey.
Settlement of New England.....	" C. O. Welch.
Greek Dialogue—Mercury and Charon	{ " O. B. Shreve,
	{ " G. G. Hannan.
The Submarine Telegraph.....	" J. D. Parker.
Fast-day	" G. P. Farrington.
Causes of the downfall of Nations.....	" F. W. Goss.
"I have Lost a day".....	" E. C. Cheever.
Valedictory.....	" C. C. Perkins.

(D.)
 CLASSICAL AND HIGH SCHOOL.

[SALARIES—Principal, \$1600 — Usher, \$1000 — Assistants, \$400, \$350, \$300, \$250.]

Name of School.	Teachers.	Rank.	No. of Scholars.				Committee.	
			JULY, 1857.		JAN'Y, 1858.			
			Males.	Females.	Total.	Males.	Females.	Total.
CLASSICAL & HIGH.	Jacob Batchelder,	Principal.	100	93	193	93	84	177
	Gordon Bartlet,	Usher.						
	Caroline Lord,	Assistant.						
	Lydia Dodge,	"						
	Mary Ann Batchelder,	"						
	Sarah A. Shaw,	"						
								George Leeds. Geo. Andrews. A. Huntington.

GRAMMAR SCHOOLS.

[SALARIES — Principals of Phillips, Browne and Pickering, \$1000 each — Hacker, \$900 — Epes, \$800 — Bentley and Higginson, \$450 — Subprincipals, \$250 — Assistants \$200.]

BENTLEY	Mary J. Fitz, Anna Whitmore, Mary A. Colman, Margaret A. Dunn,	Principal. Subprincipal. Assistant. Assistant.	178	178	149	149	G. L. Streeter.
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PHILLIPS.....	Silas Peabody, Caroline Robert, Ellen Rideout, Harriet C. Gray, Ruth H. Gray, Ellen Sawyer, Aroline B. Meek,	Principal. Subprincipal. “ Assistant. “ “ “	295	295	313	313	313	Henry J. Cross. N. B. Perkins.
BROWNE.....	Jacob F. Brown, Anne F. Chisholm, Laura A. Barron,	Principal. Assistant. “	89	79	168	59	65	124 Andrew B. Almon. Henry F. King.
PICKERING.....	Wm. P. Hayward, Sarah E. Cross, Mary A. Cross,	Principal. Assistant. “	64	65	129	51	57	108 N. G. Symonds. G. F. Read.
HIGGINSON.....	Mary L. Shepard, Elizabeth A. Jelly, Lucy A. Shaw, P. Elizabeth Church,	Principal. Subprincipal. Assistant. “	149	193	193	178	178	H. Wheatland.
HACKER.....	Thomas H. Barnes, Sarah C. Pitman, Rebecca C. Southard,	Principal. Assistant. “	149	142	149	149	149	H. F. King. H. Wheatland.
EPES.....	L. F. Warren. Charlotte L. Forten,	Principal. Assistant.	42	36	78	46	42	83 Jacob Perley.

INTERMEDIATE AND ALPHABET SCHOOLS.

[SALARIES — Principals, \$275 — 1st Assistants, \$200 — Sub-Assistants, \$150.]

Name of School.	Teachers.	Rank.	No. of Scholars. No. of Scholars, JULY, 1857. JAN'Y, 1858.				Committee.	
			Males.	Females.	Total.	Males.		Females.	T tal.
BENTLEY.....	Sarah Augusta Brown, E. G. Cogswell, S. E. Honeycomb,	Principal. 1st Assistant. Assistant.	133	133	133	130	130	F. Winsor.
PHILLIPS.....	Mary R. Kimball, Harriet N. Felton, Emeline R. Kimball, Caroline A. Dalton,	Principal. 1st Assistant. Assistant. “	214	214	203	203		Daniel Perkins, Jr.
BROWNE.....	Caroline Weeks, Nancy Osborn, E. A. Arrington, Harriet N. Tyler,	Principal. 1st Assistant. Assistant. “	140	94	234	157	121	H. P. Ives. J. B. Shepard.
NORTH.....	Maria Cushing, Georgiana Smith, E. R. Russell, Marian M. Wood,	Principal. 1st Assistant. Assistant. “	119	103	227	104	129	Walter S. Harris.
BROAD STREET.....	Caroline Stevens, Rebecca H. Stacy, M. E. Stevens, S. E. Francis,	Principal. 1st Assistant. Assistant. “	93	84	177	121	99	H. P. Ives. J. B. Shepard.

PRIMARY SCHOOLS.

[SALARIES — Principals, \$225 — Assistants, \$150.]

BRIDGE STREET.....Sarah H. Tibbets	Principal.	27	22	49	24	19	43	E. Brown.
WILLIAMS STREET...Harriet N. Lord, M. E. Clark,	Principal. Assistant.	64	64	128	49	57	106	
MASON STREET.....L. L. A. Very,	Principal.	37	30	67	35	30	65	Jos. A. Dalton.
ABORN STREET.....Nancy R. Eustis, Eliza A. Dix,	Principal. Assistant.	50	44	94	52	53	105	
FOWLER STREET.....Francis E. Very, Margaret E. Webb,	Principal. Assistant.	84	62	146	42	50	92	Nathaniel Tuttle.

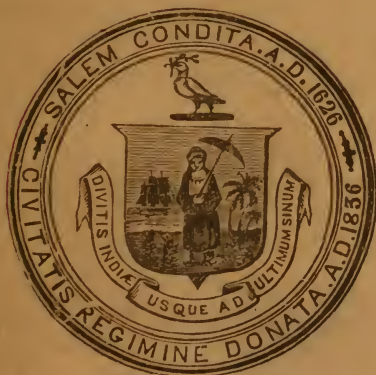
ERRATA.

10th page, 1st line after the word "criterion" read "to some extent."

23d page, 7th line from bottom, instead of "Is it" read "It is not."

379.744
Sa3
1858

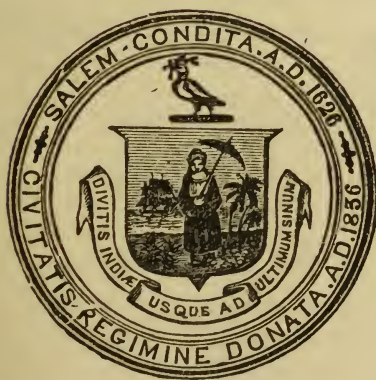
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM.



JANUARY...1859.

SALEM :
PRINTED AT THE OBSERVER OFFICE.
1859.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM.



JANUARY....1859.

SALEM:
PRINTED AT THE OBSERVER OFFICE:
1859.

THE SCHOOL COMMITTEE OF SALEM, in compliance with
the Statutes of the Commonwealth, and a vote of the Board,
herewith present the following ANNUAL REPORT of the PUBLIC
SCHOOLS in SALEM.

J. CLOUTMAN, CLERK.

JAN'Y, 1859.

277.744
523
1858

BOARD OF SCHOOL COMMITTEE.

1858.

NATHANIEL SILSBEE. (Mayor,) CHAIRMAN.

STEPHEN B. IVES, (Presd't of Com. Council,) VICE CHAIRMAN

FIRST VISITING COMMITTEE.

GEORGE LEEDS,

GEORGE W. BRIGGS,

ASAHEL HUNTINGTON.

SECOND VISITING COMMITTEE.

GILBERT L. STREETER,

GEORGE F. CHEVER,

ANDREW B. ALMON,

HENRY J. CROSS,

GEORGE ANDREWS,

ISRAEL E. DWINELL,

DAVID CHOATE,

JACOB PERLEY,

GEORGE F. READ.

THIRD VISITING COMMITTEE.

FREDERICK WINSOR,

WALTER S. HARRIS,

JAMES F. ALMY,

HENRY P. IVES,

WILLIAM B. BROWN,

JOHN D. SHEPARD,

JOSEPH CHISHOLM,

J. SHOVE SYMONDS,

JOSEPH A. DALTON,

NATHANIEL TUTTLE.

JOSEPH CLOUTMAN, CLERK.

REPORT OF THE SCHOOL COMMITTEE.

—o—

CITY OF SALEM, Dec. 20th, 1858.

In the Board of the School Committee :

The School Committee respectfully submit as their Report for the school-year now about to close, the accompanying Reports of the several sub-committees of the Board.

It appears, from these Reports, that during the present year the Schools have been conducted, upon principles heretofore established, in a satisfactory manner. The school-year has been a short one, owing to a change of regulations, while the financial year remains the same as before. A greater change however is about to take place in the character of this board, (which we hope may prove as conducive to its usefulness as has been anticipated,) in consequence of the amendment to the city charter, providing for its election by the people, instead of the City Council.

This Committee, in resigning their charge, would express the hope that their successors, chosen more directly by the people, may be upheld by an increased interest on the part of parents in general, in the good conduct of their children, both within and outside the school-room.

For the Committee.

NATH'L SILSBEE, Chairman.

REPORT OF THE EXECUTIVE COMMITTEE.

—o—

The Executive Committee, in discharge of the duties assigned them by the Rules of the School Committee, ask leave to report :

That more extensive repairs have been required upon the School Buildings than had been anticipated. Two of the School houses have been entirely, and one in part new shingled; and a new furnace has been built in the Pickering school; and it is believed that the buildings are now in as good condition as can be expected. Complaints are reasonably made of the Bentley School house as not being suitable to the requirements in that part of the city, and of the rooms occupied by the Phillips Intermediate and Primary School, as entirely unfit for their present use, having been intended originally for the storage of fire engines, and artillery, and found unfit, on account of dampness and other reasons, for that purpose. In the opinion of your Committee it would be unwise to expend as much money as would be required to alter the basement of the Phillips, and extensively repair the Bentley School houses, and more judicious, at some not very distant day, to erect, on the site of the Bentley School house, such buildings as might answer the required purposes of education in that part of the city. It is also thought that the location of the Bridge Street School, now at the extreme of the district, might judiciously be removed nearer its center, if a suitable place could be procured at a moderate expense.

The changes of teachers during the present year have been uncommonly few, only two resignations having taken place in the Grammar Schools, and three in the Intermediate and Primary Schools.

Your Committee, as required by the Rules, have regularly received, audited, and reported for your approval, the accounts

against the Board ; and submit a statement of the Appropriations and Expenditures of the year, as shown by the Accounts.

The Appropriations granted by the City Council for the support of Schools, for the year, were as follows :

For Salaries, and other Expenses,	-	\$24,500 00	
Subsequently added	-	642 55	
		<u> </u>	\$25,142 55

There has been expended for salaries of teachers as follows :

Classical and High School.

Principal, \$1600 ; Usher, \$1000 ;

Assistants, \$400, \$350, \$300, \$275 ; - - \$3,925 00

Grammar Schools.

	Princ.—pr an.	Each Assistant.	
Bentley,	\$450	\$225	\$1125 00
Browne,	1000	225	1436 25
Epes,	900	225	1062 60
Hacker,	900	225	1341 16
Higginson,	450	225	1125 00
Phillips,	1000	225	2475 00
Pickering,	1000	225	1425 00
		<u> </u>	\$9,990 01

Intermediates and Primaries.

Intermediates—Principals \$275 pr ann. ; Assists, \$200—\$150.

Primaries—Principals \$225 per ann ; Assists \$150.

Aborn Street,	Inter. and Prim.	\$408 33	
Bentley,	Int. and Prim.	625 00	
Bridge Street,	Prim.	225 00	
Broad “	Int.	760 43	
Browne “	Int. and Prim.	834 85	
Fowler “	Prim.	375 00	
Mason “	Prim.	240 62	
North “	Int. and Prim.	763 00	
Phillips,	Int. and Prim.	774 99	
William “	Prim.	375 00	
		<u> </u>	5,382 22

Total Amount paid for Salaries, (carried over,) - \$19,297 23

Amount brought over,	-	-	-	\$19,297 23
Amount paid for				
Repairs of Houses, &c.	-		\$1375 61	
Rents of land and school houses,	-		365 00	
Care of school houses,	-	-	1041 10	
Books \$486 92 ; printing and stationery \$462 03	-	-	} 948 95	
Furniture, brushes, mats, &c.	-		129 61	
Teaming and travelling expenses,	-		21 27	
Aqueduct,	-	-	48 50	
Marblehead farm school,	-	-	45 00	
Swampscot do.	-	-	79 13	
Expenses of examination and returns,			38 00	
Diplomas \$52 46 ; Piano \$39 ; Vaccination 48 50 ;	-	-	} 139 96	
Fuel,	-	-	1519 49	
Stoves and funnels,	-	-	59 51	
Apparatus for High School,	-		34 16	
			<hr/>	5845 32
				<hr/>
				<u>\$25,142 55</u>

Respectfully submitted.

NATH'L SILSBEE, Chairman.

SALEM, January 1, 1859.

THE CLASSICAL AND HIGH SCHOOL.

Principal, JACOB BATCHELDER, A. M.

Usher, GORDON BARTLET, A. M.

Assistants.

MISS LYDIA C. DODGE, MISS MARY A. BATCHELDER,
MISS CAROLINE LORD, MISS SARAH H. SHAW.

The First Visiting Committee respectfully present to the Board, their Annual Report.

A change in the beginning of the School Year, having subtracted nearly ten weeks from the ordinary term, it has been found impossible to give attention the past season to all the branches which are usually pursued. So far however as the time has allowed, the prescribed studies of the Course have been followed up by the Teachers with thoroughness and fidelity. The Annual Examination proved as creditable, we believe, to a majority of the School as on any former occasion. Some of the pupils would have done honor by their intelligence to almost any institution. The original declamation by the boys as well as the themes by the remaining portion of the graduates were marked, we thought, by a more than common correctness of sentiment, a chaste and simple style, and a careful and accurate use of language.

The number to whom diplomas were awarded was forty-five. The number admitted at the beginning of the year in February last was seventy-four; and the whole number who have been under instruction since that period is two hundred and twenty-seven. There has been a considerable increase to the ranks of

those who are preparing for College. The earlier commencement of the School Year adding somewhat materially to their time for study, they can occupy now nearly four years in the classical department; and provision is made whereby a fifth year can be also had, which the Committee earnestly recommend should be generally embraced. It has been shown by experience that the Advanced Class of the School is a valuable addition to our former arrangement. It allows the graduate to consult his wants and tastes, and to carry out, if he choose, some favorite topics, or enlarge the number of those which he has previously attended to in the usual Course. Indeed the studies laid down for the High School in the Rules and Regulations of the General Board, it is quite impossible to attempt in full. Some of them are dispensed with every year. No instruction the past season has been given in rhetoric or moral science, or in any division of natural history; and political economy has been always excluded, partly for its own abstruseness and partly for want of time. And yet it is not recommended to change the list, as it may be advisable from year to year to make a selection from the studies prescribed, according to the capacity of different classes, or as in the judgment of the Committee and Teachers of the School it may be considered best.

The Committee have not been indifferent to a discussion which has occupied the public mind in some of our neighboring cities, in regard to the kind and amount of labor which is now required in our Common Schools. It has been claimed that the text books in general use are too ambitious and too mature—that the fundamental elements of an English training are not enough regarded—that the children are “crammed” with undigested knowledge in higher fields of learning, while they are left for the most part imperfectly supplied or wholly deficient in more needful branches. And the broad ground is taken that Science should never be attempted in any department of our Common Schools.

We fully concur in the sentiment, that the tendency of the

day is to the neglect of simple and rudimental studies. We have often insisted upon the permanent importance of what is generally called the Grammar School course, as lying at the foundation of all solid education, and therefore not to be slighted or hurried over impatiently on the way to a superstructure. On this account it is that the Grammar School furnishing must precede of necessity the training of the High School, and must be thorough and complete. The latter was established to carry forward a little farther those who have finished the career of the former; and was not designed to instruct in the same branches that have been already pursued—to linger still on the rudiments that have been elsewhere taught—though it might usefully review them in the first year of its teachings, and might explain them more fully:—but if a distinction of grade is to be recognized between the two, it is the province of the High School to advance to maturer studies, and to initiate the student into loftier and profounder truth. It may not be necessary that every pupil should be conducted in its course to the same sort of learning. It is wiser no doubt, so far as the system admits of it, to make a discriminating difference. In the higher applications of mathematics for instance, it is right to provide that pupils looking forward to engineering or commerce, should be instructed in trigonometry, surveying, navigation; while others, deficient in mathematical skill, or with different ends in view, should be directed to history, rhetoric, modern languages, and the like, rather than forced into a conformity to some unbending arrangement. This is not understood by the Committee to favor the idea of a one-sided culture, but only to allow of a reasonable degree of liberty touching certain requirements.

To the notion that Scientific Truth should not be taught in our Schools, we cannot subscribe for a moment. A little acquaintance with botany, chemistry and astronomy, is not necessarily useless. Any one of the Sciences may demand a life time, it is true, and the ripest growth of intellectual power; but the same may be said of almost any pursuit. The objec-

ion if sound would exclude attention to the sciences even from the walls of College. It is not expected to make experts and discoverers in our Schools; but to develope a taste, to introduce to a department of important knowledge, to give the pupil an insight into work to be performed, and into the manner of performing it, when he shall have leisure for the task; and in the meantime to expand and elevate his views, to refine his sentiments, and to furnish him the means of noble or innocent entertainment when he looks on bird or stone, or star or flower.

It is thought that lectures in the school room would answer this purpose much better than text books: but our experience teaches us that what is learned by lectures, and by this means alone, is superficial and fragmentary, and leaves no permanent and reliable results; because the hearer from ignorance of laws and principles knows not where to bestow what he receives by the ear—knows not how to preserve, because he cannot classify. The lecture is very useful when it accompanies the treatise; but the treatise must be passed over, line after line and page after page, until its leading truths and rules are firmly fixed in the memory.

In respect to the other question, of the amount of study demanded, there is more reason for criticism. From five to six hours a day are now passed in the school halls, about one half of which is devoted to recitation. If the teacher be apt in explaining and illustrating, and the pupil does his part in intelligent inquiries, the time spent in reciting is no less given to study than that consumed at the desk. There is an almost equal confinement of person and action, and more or less of the same tension in the one case as in the other. Now the space out of school ought to be sufficiently large for the entire recreation and refreshment of the young, and their best physical developement. The pupil should be able to bid adieu to his books when the school day is over until the evening lamp reminds him of his task, or the returning dawn summons him to perform it: and then, with diligent application, an average amount of talent ought to be able to

master it in one generous hour—allowance being made for dullness and ignorance and want of application, of a little longer space. With this proportion existing between the hours of leisure and those of work there can be no difficulty—ordinarily—in maintaining a sound and vigorous constitution of body.

We solicit the cooperation of parents and guardians in helping us to establish such a system as this. Home should be the counterpart and complement of the School. The parent must see that habits of study are observed under the domestic roof, in the proper time and place, and that such bodily exercise is likewise secured as will recruit the pupil against the hour of duty. All the languor and pallor that are sometimes seen in the young are not to be traced to an excess of application; but open air has been wanting, play of muscle has been neglected, out-door work and diversion have not been insisted upon—and so, a feeble physique has grown feebler daily in consequence of a neglect of the duties and opportunities which belong to one's leisure.

We hope that the Home will prove also a coadjutor to the Public Schools of our city by watching over the morals and principles of the young; that the guardian and the teacher will cwork together in this responsible charge; and that our nurseries of learning will become fountains of wisdom and sources of healthy and purifying influence—to the rising generation.

In behalf of the Committee,

GEORGE LEEDS, Chairman.

ERRATA.

On page 11, second line from top, for "permanent" read "paramount."

" " 12 second par. 9th line, for "passeel" read "poised."

GRAMMAR SCHOOLS.

BENTLEY. For Girls. *Location*, Essex street. *School District*, That portion of the city between the North and South Rivers, east of the centre of St. Peter and Central streets. *Teachers*, Mary J. Fitz, Principal; Anna Whittemore, Sub-Principal; Mary A. Colman and Margaret A. Dunn, Assistants. *Committee*, Gilbert L. Streeter.

BROWNE. For Boys and Girls. *Location*, Ropes street. *School District*, South Salem. *Teachers*, Jacob F. Brown, Principal; Anna F. Chisholm and Laura A. Barron, Assistants. *Committee*, Andrew B. Almon.

EPES. For Boys and Girls. *Location*, Aborn street. *School District*, That portion of the city north and west of the Town Bridge, Boston street. *Teachers*, Levi F. Warren, Principal; Elizabeth A. Hatch, Assistant. *Committee*, Jacob Perley.

HACKER. For Boys. *Location*, Dean street. *School District*, That portion of the city between the North and South Rivers, west of the centre of North and Summer streets, and below the Town Bridge, Boston street. *Teachers*, Thomas H. Barnes, Principal; Sarah C. Pitnam and Harriet N. Felton, Assistants. *Committee*, George Andrews.

HIGGINSON. For Girls. *Location*, Broad street. *School District*, That portion of the city between the North and South Rivers, west of the centre of St. Peter and Central streets, and below the Town Bridge, Boston street. *Teachers*, Mary L. Shepard, Principal; Elizabeth A. Jelly, Sub-Principal;

Lucy Shaw and P. E. Church, Assistants. *Committee*, George F. Chever.

PHILLIPS. For Boys. *Location*, Essez street. *School District*, that portion of the city between the North and South Rivers, east of the centre of North and Summer streets. *Teachers*, Silas Peabody, Principal; Caroline Roberts and Ellen Rideout, Sub-Principals; Harriet E. Gray, Ruth C. Gray, Ellen Sawyer, and Aroline B. Meek, Assistants. *Committee*, Henry J. Cross and David Choate.

PICKERING. For Boys and Girls. *Location*, North street. *School District*, North Salem. *Teachers*, William P. Hayward, Principal. Sarah E. Cross and Mary A. Cross, Assistants. *Committee*, George F. Read and Israel E. Dwinell.

REPORT OF THE COMMITTEE.

The Committee to whom the supervision of the Grammar Schools has been intrusted during the past year, respectfully report, that the several Schools under their care have been pursuing, as usual, the proper work for which they were instituted and are maintained; and with a degree of success highly gratifying to the Committee and advantageous to the community. Under the guidance of experienced and competent instructors, they have promoted, as heretofore, the cause of popular education, and have done something, it is hoped, to make the rising generation better and happier as well as more intelligent.

The Committee have looked for no surprising results of the labors of a single year, and have no extraordinary things to report. They are aware that the history of a school is but little varied from time to time. The same patient, earnest, and unwearied toil is required of the teacher as class after class

comes up from the lower grades to receive further instructions and fresh impressions, and the same partial results are obtained. Each successive year is, in a measure, a repetition of all that have gone before. Similar experiences mark the routine of the teacher's task. No brilliant and astonishing achievements are to be expected, no miracles of wisdom to be sought. The great ends of our common schools are attained, when instruction in the simple elements of an English education is imparted therein, by diligent, patient, and faithful teachers, and the better qualities of youthful character are drawn out and exercised by virtuous precept and example.

Teachers of the Schools. The Committee are happy to say that they have seen no occasion during the year to withdraw the confidence which they have generally reposed in the teachers of the several schools. Their zeal seems to have suffered no diminution, nor have they, in the main, failed to accomplish what might have been reasonably expected. They have labored, as we believe, with a conscientious purpose to benefit and improve their pupils, and with a large degree of success. We would by no means bestow indiscriminate eulogy. Of course all have not been equally fortunate in the discharge of their duties. There is always room for improvement in every profession; always a different measure of capacity and fitness; always an ideal of excellence which even the best do not attain.

The good teacher is not only a competent instructor in the elements of knowledge, but possesses that sympathetic nature which enables him to appreciate the varying moods of childhood, and to exert those constant kindly influences which nurture the moral as well as the mental being of his pupils. The culture of the mind and heart is often compared to the culture of the soil. The plowing, the harrowing, the seed-sowing, the weeding and the trimming, have all their analogies in the work of mental instruction, while the agencies of "the gentle dew from heaven," the "soft descending shower," the

cheerful and invigorating light and warmth, which give color and tone, beauty, fragrance and character, have their similitudes in those seemingly trifling but constant and all-important influences for good which the teacher may exert in daily manner, speech, and action.

Changes of Teachers. But *two* changes of teachers have occurred in the Grammar Schools during the year; and in each of these cases the withdrawal was voluntary.

In March, Miss Charlotte L. Forten, who had served for more than a year as Assistant in the Epes school, to the entire satisfaction of the Committee, resigned, and removed from the city. Miss Elizabeth A. Hatch was appointed as her successor.

On the first of November Miss Rebecca L. Southard resigned her charge as Assistant in the Hacker school, after faithful service of several years in this and other schools. The vacancy was filled by the appointment of Mrs. Harriet N. Felton, an experienced and approved teacher, recently in the Phillips Intermediate school.

The Committee think that the City has been extremely fortunate in thus retaining, nearly unbroken, its corps of public teachers. Having confidence in the general capacity and fitness of those employed as the instructors of youth, they desire to retain their services as long as they continue to give satisfaction. They desire *permanency* in our school arrangements, as being for the best interest of the pupils and the community, because promotive of the efficiency of our school system. Nothing interrupts and retards the progress of a school more decisively than frequent changes. Whether the changes be of organization, of method, of teachers, or of text-books, they are alike injurious. The Committee would not be so abhorrent of changes as to retain the services of teachers who for any cause fall below the standard of excellence we have in view, or to refuse to accept whatever better methods or means of education may from time to time be proposed; but they would be slow to discard the old unless some decided improvement should appear

in the new. Entertaining these views they consider it fortunate that so good a degree of permanency seems to be now established in our school arrangements.

GENERAL STATISTICS. At the commencement of the Year, in February, the whole number of pupils in the Grammar Schools was 1144. Of these, 222, or about one fifth, had just entered from schools of a lower grade, 201 having been received in due course from the Public Intermediate Schools, and 21 from Private Schools.

At the close of the year, in November, the whole number in the schools was 1009, showing a decrease during the year of 135. Of this number three were removed by death.

The number of pupils in the Graduating Classes at the close of the year was 95. Of these, 82 applied for admission to the Classical and High School, and 67 were received.

Twenty-six instructors have been employed in the Grammar Schools, and the average number of pupils to each has been 41.

The number of pupils supplied with books at the public expense was 168 during the first term, and 43 during the last.

The number of pupils over 15 years of age in school at the close of the year was 33.

The following TABLE exhibits the number of pupils in each School at the beginning and close of the school year :

SCHOOL.	February 1, 1858.			November 20, 1858.			Number of Teachers.	Av'g Pupils to Teacher
	Number of Pupils.			Number of Pupils.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
BENTLEY.....		159	159		148	148	4	39
BROWNE.....	78	71	149	61	59	120	3	45
EPES.....	43	45	88	37	38	75	2	41
HACKER.....	142		142	129		129	3	45
HIGGINSON..		184	184		181	181	4	46
PHILLIPS....	292		292	240		240	7	38
PICKERING..	75	55	130	52	64	116	3	41
	630	514	1144	519	490	1009	26	41

Attendance of Pupils. The attendance of pupils at school has been as regular as during previous years, but not more so. The Committee have again to repeat the old standing complaint of frequent unnecessary absence and tardiness, the constant vexation of teachers and committee, and a serious hindrance to the progress of a school. We know of no sure relief from these evils. The fault lies with parents chiefly, who are often remiss in their duties in this respect, and fail to cooperate with the teachers in their efforts. They need to be constantly reminded of the disadvantages resulting from irregularity of attendance, and of the value to their children of habits of promptness and punctuality.

A large, if not the larger portion of the absence, in those schools which suffer the most from this cause, is on the part of a few pupils, who absent themselves frequently, and sometimes for days successively, without any urgent necessity or valid excuse therefor. Necessary absence must of course be overlooked; it is only the purely needless absence of pupils which is the subject of complaint; and could this evil alone be stopped, a very important advantage would be gained by all connected with our schools.

The accompanying tables furnish the statistics of attendance, absence and tardiness, as stated in the semi-annual returns of the Principals. The disparity of results in the various schools arises in part from different systems of marking. At the close of the first term the Committee prescribed a method of recording cases of absence and tardiness, designed to ensure uniformity of system—with only partial success, however, as may be gathered by a comparison of the tables which follow upon the succeeding page.

RECORD OF ATTENDANCE, ABSENCE, AND TARDINESS.

From the Semi-Annual Return of May 22, 1858.

SCHOOL.	Different Scholars.	Average Attendance.	CASES OF ABSENCE.			CASES OF TARDINESS.		
			Excus'd	Not Excused.	Total.	Excused	Not Excused.	Total.
Bentley.....	166	141	1724	586	2310		132	132
Brown.....	155	150	650	143	793			
Epes.....	89	80	412	101	513	5	36	41
Hacker.....	152	133	1206	10	1216	170	21	191
Higginson...	200	183	652	111	763	38	1	39
Phillips.....	324	285	1410	249	1659		12	12
Pickering ...	146	140	408	130	538		42	42

From Semi-Annual Return of Nov. 20, 1858.

Bentley.....	168	132	1980	1024	3004		64	64
Browne.....	155	144	709	218	927		10	10
Epes.....	83	74	476	345	821	17	52	69
Hacker.....	139	119	1718	7	1725	299	40	339
Higginson...	205	174	2052	181	2233	24	2	26
Phillips.....	291	237	2383	1202	2585		85	85
Pickering....	132	122	900	297	1197		53	53

Text Books. The Committee have endeavored to secure for the future more uniformity in the text-books to be used than has hitherto prevailed. After a careful examination of those already introduced, they have limited the *required* books to the following list :

Bullion's Analytical and Practical Grammar,
 Leach's Complete Speller,
 Colton and Fitch's Modern School Geography,
 D. P. Colburn's Arithmetic and its Applications,
 Warren Colburn's First Lessons in Arithmetic,
 Goodrich's History of the United States.

Such of Sargent's or Hillard's Reading-books and Worcester's or Webster's small Dictionaries, as the several Principals may prefer.

They have also designated the following books to be used or not at the option of the Special Committees:

Tower and Tweed's Grammar of Composition,
Bullion's Introduction to Grammar,
Bumstead's Spelling and Thinking Combined,
Colton and Fitch's Introductory Geography,
D. P. Colburn's First Book of Arithmetic,
Goodrich's First Lessons in the History of the United States,
Cutter's First Book in Anatomy and Physiology.

It is believed that the above books are well adapted to the present wants of our Grammar Schools. They embrace the few and simple studies proper to be pursued therein, and which form the basis of an English education. The experience of the Committee assures them that the Grammars and Arithmetics adopted as text-books are eminently useful in the pursuit of those branches. They have allowed a choice between the two most popular series of Readers, to favor different tastes and afford variety of subjects. They might desire a better Geography, but are adverse to making any change unless some work should appear framed upon some wiser plan than any hitherto adopted. In the report of last year, the study of single-entry Book-keeping, or the simple business forms and methods everywhere in use, was recommended. The present Committee approved the suggestion, but, on account of the shortening of the School-Year, were compelled to postpone a realization of the plan.

In regard to text-books in general, the Committee would say, that they desire permanency as well as uniformity. The frequent changes of school-books is an evil which Committees should aim to check. That familiarity with the text-books which results from long use enables the teacher to perform his task more easily and effectually. A workman should be accustomed to his tools. An unnecessary change of books also imposes an onerous tax upon parents, which is often the subject of serious and just complaint. It becomes therefore the duty

of School-Committees to oppose the desire for change and novelty, and to resist those importunities of publishers' agents which, oftener than any other cause, lead to the discarding of old books and the introduction of new.

And, after all, even the best text-book should be but an *aid* to the competent instructor. Those explanations and elucidations which can be made by the living voice, in oral instruction, should be of superior value and render the office of the text-book less important. Books are but speech made formal and permanent, and therefore the spoken word holds the higher rank. It is a striking fact that while the mere schoolmaster, with his text-books, lessons, and wearying drudgery, is regarded by his pupils with aversion, the intelligent and cultivated man or woman, who has information or wisdom to impart upon any subject can hold all minds entranced by the attractiveness of human speech. This fact indicates the important principle, that it is through the free and natural intercourse of mind between teacher and scholar that the best instruction can be conveyed—an intercourse in which words and ideas may be adapted to the capacity, and the peculiarities of the learner. In our schools attention is paid to the training of the voice, in reading, conversation, and declamation, that the pupil may acquire a free use of the vocal organs, and by easy utterance and expression and the correct use of language may be able to employ this wonderful power with ease, grace, and effect. Why then should not the instructor be able to give such an interest to his oral teachings as to furnish fine examples of the uses of this human voice in rendering the attainment of knowledge a delight rather than a toil?

Special Reports upon the Schools. The special condition of the several schools is well set forth in reports by the gentlemen who have them in charge, and as these documents, besides the facts they contain, which furnish valuable suggestions of a general character, which are here introduced, and are as follows :

BENTLEY SCHOOL. This School continues to prosper as in previous years, and maintains the creditable rank which it has long held under the judicious and excellent management of Miss Fitz and the faithful labors of her Assistants. Happily no changes of teachers have occurred during the year, nor have any untoward events taken place to mar the harmony of the school or hinder its quiet progress. At the close of the year, twelve pupils graduated, in due course, all of whom applied for admission to the High School; and all were received. The chief evil under which the school labors is that of frequent unnecessary absences of pupils. The teachers endeavor to correct this troublesome irregularity, but unless parents give their earnest co-operation the evil cannot be wholly removed.

The committee feels impelled to call attention to the condition of the building now occupied by this school. It is insufficient and unsuitable for the purposes for which it is now used. The convenience and comfort of the pupils, and the general interests of the Grammar and Intermediate Schools in this District would be promoted by the erection of a new, convenient, and more commodious edifice in this locality.

The committee commends the school to the interest and favor of parents in the District, and especially invites more frequent visits thereto for the encouragement and gratification of the teachers.

G. L. STREETER, Committee.

BROWNE SCHOOL. No event requiring special comment as being out of the ordinary routine, has occurred throughout the year; informal visits made from time to time, have satisfied me that the interests of the school are well and successfully cared for by the several teachers who have it in charge. With regard to the Principal, the two years during which I have had an oversight, requires me to testify to his faithfulness and energy, and especially to his independence and singleness of purpose in maintaining the efficiency and discipline of his school.

In their various studies the scholars will be found to have made good progress; much attention has been paid to their writing, as will be apparent from the general accu-

racy as well as the great general neatness of their work. A part of their exercise in writing has been the copying of bills, accounts, notes, &c., such as are in general use in business. In view of the facts that book-keeping forms at present no part of our system, and that so large a proportion of our scholars do not go beyond the grammar school, but terminating there their School training, pass at once to the business of life, this exercise has been regarded as advantageous and necessary.

In composition their only exercises have been subsidiary to their historical and geographical studies, the scholars being required to describe in their own language and from memory, historical events and geographical facts which had been the subject of their previous study.

The scholars have also been exercised in drawing maps from memory, as a useful means of fixing and giving interest and accuracy to their geographical studies.

It is a matter of regret that the parents of the scholars, and the citizens generally, so seldom visit the schools; their occasional or frequent presence should be regarded as a duty not to be neglected; for attention to its performance would be in every respect beneficial. The teachers would feel, and be inspired by, such a recognition of the importance of their labors; the scholars would more fully realize that even at their early age, they have begun to establish that reputation which must be their help or hindrance through life; the visitors would learn to appreciate the fidelity of the teachers' endeavors and their great general success in view of the difficulties against which they have to contend.

It appears well worth the consideration of the Committee how most effectually to impress upon the public the extent of their duty towards the Schools in this respect,

ANDREW B. ALMON, Committee,

EPES SCHOOL. This school is still in charge of Mr. Levi F. Warren as Principal, and Miss Elizabeth A. Hatch, Assistant. Early in the spring Miss Charlotte L. Forten was obliged to resign her situation as assistant teacher on account of ill health, having discharged the duties of her office with fidelity. She was succeeded on the 9th of

March by Miss Hatch, under whose care the lower classes have made rapid improvement. We hope to retain her services, having learned from experience that a frequent change of teachers is injurious to any school.

On the 30th of November a class of fourteen was admitted. Six of the seven applicants for admission to the High School were found qualified to enter; and one whose qualifications were second to none in her class did not apply.

The school we think has been conducted with marked ability and faithfulness on the part of Principal and Assistant, as is evident by the orderly behavior of the scholars and their progress in study. The condition of the school, at present, is better than it has been since our acquaintance with it. It should be borne in mind that this school labors under the disadvantage of not having so good an organization into classes as most others in the city. The pupils are arranged in five divisions, the first and second being in charge of the Principal—the third and fourth under the care of the Assistant, and the recitations of the fifth are divided between them. This is judged to be better than having either four or six divisions with the present corps of teachers.

We think the discipline of the school has not been severe. There seems to have been an increasing interest on the part of parents which has been manifested by their occasional visits to the school. We wish that these visits might be multiplied, as in the opinion of the Committee they are an evidence of the right feelings at home respecting the education of the children, as well as encouraging to those who labor for their welfare.

JACOB PERLEY, Committee.

HACKER SCHOOL. The Committee having in charge the Hacker School, take pleasure in expressing their satisfaction with the condition of this School, and with the progress that has been made by the pupils in the various studies during the year that has passed. The average number of scholars during the year has been about 130. All of the six who applied for admission to the Classical and High School, passed a satisfactory examination and were admitted.

The School has been frequently visited by the Committee

during the year, and we are pleased to record our testimony to the ability, zeal and fidelity, with which the Principal and Assistant teachers have performed their respective duties. The discipline of the school is good—kind, but firm and efficient, and gratifying evidences are not wanting of the respect and affection entertained by the pupils towards the teachers.

While we would express satisfaction with the course of studies, the precision and method of instruction pursued, we trust that more attention will be given hereafter to English Composition. In this connection we venture to suggest that an occasional exercise in Book-Keeping might be given to the upper classes, as independently of the important practical information obtained by a knowledge of book-keeping, even by single entry, it is an excellent practice in penmanship, and may be made more agreeable than the continued use of the ordinary copy-book. Many boys leave the first classes in our Grammar Schools, without any knowledge of the elements of single entry, and often without ability to write in proper form the simplest receipt. Of course it is not desirable to spend much time in learning complicated systems, but a simple method of keeping accounts, should be acquired by every pupil.

The legal requirements, and the duties of the teachers in regard to moral and religious instruction have been frequently spoken of in the Annual School Reports. It is not an exaggeration to say that our schools must fail of producing the results expected of them, unless such instruction is there given. Education consists not alone in training the mind, but likewise the heart; not simply in developing intellectual acuteness, but also in cultivating good manners and good morals. It gives us pleasure to acknowledge that these important duties are not undervalued in this School, and that the Principal and the teachers neglect no opportunity for impressing upon the minds of the pupils, the immense value of habits of truthfulness, industry, and incorruptible integrity.

GEORGE ANDREWS, Committee.

HIGGINSON SCHOOL. The Higginson School maintains its usual high character. Its Principal, Miss M. L. Shepard, and her Assistants, teach with enthusiasm, and deserve credit for their success. The shortening of the school year renders any further remarks on this school unnecessary.

GEO. F. CHEVER, Committee.

PHILLIPS SCHOOL. During the school-year now closed no events have occurred which deserve especial mention in this report. The arduous duties of the several teachers have been performed in a manner which affords little or no ground for dissatisfaction in respect to fidelity or devotedness. Regular, punctual, constant *hard work*, so essential in every school, in this is absolutely necessary in order to ensure even a moderate degree of success. In their vexatious trials and petty annoyances, grievous from their number if not from their magnitude, the teachers have had the sympathy of the Committee, who have endeavored to cooperate with them as fully as circumstances would allow. But few complaints have been received of neglect or ill treatment of pupils, and none of these were of a serious character; indeed, almost every case has proved, upon inquiry to be based upon a misconception of the facts.

The discipline in a school like this is necessarily strict, but, as your Committee believe, is enforced by no unwarrantable means. A good degree of mutual regard and confidence is manifest in the intercourse between teachers and pupils, and it is hoped that this important feature may become a still more prominent characteristic. A school of boys exclusively is apt to acquire a certain hardness of demeanor, to correct which should be the constant aim of instructors, especially by that strict courtesy, in manner and language, which is due *to* pupils as well as *from* them, and is as consistent with firm, efficient government as it is inseparable from true dignity.

Irregularity of attendance is a serious evil in this school. This is to be attributed in part to injudicious indulgence at home, and partly to the necessitous condition of some parents, which compels them to avail themselves of the assistance of their children, in the maintenance of their families. Aside from these causes, however, truancy, in its grossest form, prevails to a grievous extent. In many cases the necessary absence of parents from home, leaving their children in charge of incompetent persons, affords opportunities for this offence, which, more than all others, seems incorrigible by any means within the power of teachers or committees. To a child who has learned to love a life of vagrant freedom, the indispensable restraints and regular labors of the school-room must of course seem odious, and it therefore becomes the duty of teachers to do whatever may be done to render school-life pleasant to this unfortunate class, to make the unhappy child of poverty forget his wretchedness, and to reclaim the erring by kind encourage-

ment and suitable moral instruction. But the interference of municipal law appears to be the only efficient and practicable remedy. Truancy is the fruitful mother of all juvenile misdemeanors, which, unless seasonably checked, soon ripen into crimes. Thus a proper regard merely for civil order seems to call imperatively for some stringent police regulation, which shall restrain, without unduly disgracing the offender. Although no suitable place for the punishment of truants is provided as yet, it is believed that much might be accomplished by a judicious law, even under the present circumstances. It is respectfully suggested that the subject be presented to the City Council in its true light, with a full statement of its urgent importance.

The greater number of pupils who enter this school never reach the higher classes, and it seems therefore proper that the instruction given in the lower departments should not only be preparatory to the more advanced stages, but should also possess in itself a directly practical value. The course now pursued in the school appears well adapted to this double purpose, except that an earlier attention to the fundamental operations of written arithmetic may perhaps seem desirable. It is proposed to introduce the study of Book-keeping by single entry, in the upper classes.

It is hoped that this important School may ever maintain, and even surpass, its present high standing, and never fail to receive the most careful supervision, and to excite the warmest interest in the public mind.

H. J. CROSS,
DAVID CHOATE, } Committee.

PICKERING SCHOOL. The School during the past year has been continued under the care and tuition of the same teachers, as during the previous year. It has been visited every month, without giving any previous notice to the teachers, and we have been pleased with the quietness and good order, which has been generally manifested on the part of the scholars. A good degree of harmony and satisfaction on the part of the parents and guardians of the pupils has also existed, which has tended very much to lessen the labors of the teachers, and also greatly

to advance the progress of the scholars. For it is in vain to expect that the scholars will make satisfactory progress in their studies, unless the parents and teachers, mutually and heartily cooperate with each other.

And here it may not be amiss to remark that in order that the parents may have no just cause for dissatisfaction, it is indispensably necessary that whatever is taught in our public schools, should be taught thoroughly, and taught in such a manner, that the pupils may understand it. A mere repetition of words without understanding them can only be compared with the senseless jargon of a parrot. They should be taught to think for themselves, to make their *own minds* a store house of knowledge, instead of being entirely dependent upon the minds of others. It is also very important, that real, genuine, unaffected good manners and politeness should be taught in our Schools. It was a remark of one of the greatest of scholars and best of men, "that he knew of no religion which destroyed civility and good breeding." Common experience confirms the force and truth of the above remark. We all know how refreshing, especially while travelling, it is to meet with a real gentleman, one, who while he is careful to maintain his own rights, is also mindful of the rights of other men.

There is still another and even more important subject, which is worthy of our serious regard and notice. The laws of our Commonwealth enjoin it as a sacred duty upon teachers, "to use their best endeavors to impress upon the minds of children and youth committed to their care, the principles of piety, justice, frugality, temperance, and those other virtues, which are the ornament of human society." Too much importance cannot be attached to this excellent law. The richest diadem which ever decked the brow of kings, cannot be compared in value with the crown which that man wears, of whom it may be said, he acts from principle. Without it, the pupils of our public schools, when they grow up, instead of being a blessing and an honor to the community, will be a burden and reproach; with it, they will be shining ornaments, shedding lustre and brightness, not only on their own paths, but upon the paths of others, less favored than themselves.

GEO. F. READ, }
I. E. DWINELL, } Committee.

ANNUAL EXAMINATION. The time for the annual election of the School Committee having been recently changed, by an amendment of the City Charter, it was deemed advisable to shorten the School Year, that the duties of the Committee might be wholly discharged before the election of a new Board. The School Year was therefore made to terminate in November, with the week before the annual Thanksgiving.

Under this arrangement, a Public Examination of the Schools was deemed inexpedient, but the Annual Private Examination was made on Friday, November 19th, the last full day of the school-year. The examination was by printed questions—the same in all the schools—submitted to each school simultaneously and in the same order, under the oversight of the Special Committee, and in accordance with prescribed Rules, to secure fairness and uniformity.

The questions were submitted to such classes in the several schools as were presumed to be able to answer the larger part of them. The replies were given in writing. The results were, in general, encouraging. The appearance of the manuscripts was better than on some previous occasions, in respect to legibility, neatness, and orderly arrangement. The "Composition" which was required was, in many instances, quite creditable to the young authors. This is the first time that such a test has been instituted, but it is hoped that future Committees will insist upon attention to this subject, and will regard the pupil's ability to express his thoughts readily and grammatically, in writing, as an important test of scholarship. The per centages of correct answers to the questions proposed generally indicated a fair degree of understanding and attainments on the part of the pupils.

However interesting the results of Examinations of this character may be, or whatever value may properly attach to them, the Committee are not disposed to test a whole school by the condition of its upper classes, merely. The best school is that which is administered for "the greatest good of the greatest number;" in which faithful teachers in all the departments

promote all the classes and all the pupils to the best of their ability. Doubtless committees as well as teachers are sometimes tempted to give too much attention to the preparation of a select First Class, in which the most promising pupils are placed, to be tasked and urged to achieve a brilliant result at the close of the School Year. The Committee are not inclined to favor a rivalry of this kind, between the schools. All they desire of the teachers is, that each shall do full justice to every pupil according to the measure of his capacity. They are against the forcing system.

Nor would they apply a purely intellectual test to the schools. Instruction in those branches of an English education which will be of the most practical use in after life, is undoubtedly the chief purpose of a common school. But the question should be asked also, what has been done for the manners and morals of the pupils? What has been done to nurture the nobler principles of our being? Have manly feeling and generous dealing been promoted among the boys? and have the girls acquired a higher ideal of life? Are truthfulness and sincerity stamped upon the characters of the pupils? Are sentiments of honor, justice, self-respect and self-denial appreciated and applied in the daily intercourse of school life? These and similar questions we would ask, as well as what are the attainments of the several classes in the various studies?

Preparation for the High School. Our educational system culminates in the High School, and the special preparation of pupils therefor is recognized as one of the duties of teachers of our Grammar Schools. The gradation of studies in the several departments contemplates the progress of the pupil through the Primaries, Intermediates, and Grammar Schools to that higher seminary. It is gratifying to observe that so large a proportion of the graduates of the Grammar Schools pass on to the completion of the entire course. At the same time it is an important fact that many—indeed, the larger part—of those who receive instruction in the Grammar Schools, do not

apply for admission to the High School. Of two hundred and thirty pupils who left the Grammar Schools during the past year, only eighty-one offered to avail themselves of the advantages of the High School. It is desirable that this fact should be recognized in the administration of these schools, and that pupils should be thoroughly prepared for usefulness in the ordinary walks of life in the event of their leaving school at the completion of this stage of their school-life.

The number of applicants for admission to the Classical and High School, in November, was large, and their general qualifications were considered to be good, notwithstanding the loss of preparatory time by the shortening of the school-year. The following table exhibits the results of their scholarship as shown at this trial. It should be observed that the averages are drawn from the number of correct answers obtained by the scholars *admitted*.

SCHOOL.	Offered.	Adm'd.	Geog.	History.	Gram.	Arith.	Aver.
BROWNE.....	10	8	69	72	77	76	73
EPES.....	7	6	75	71	77	56	70
PICKERING...	11	9	61	75	67	70	68
HIGGINSON..	15	15	53	65	79	56	63
PHILLIPS	21	11	56	60	69	63	62
BENTLEY	12	12	56	47	76	62	60
HACKER.....	6	6	54	62	65	53	58
PRIVATE.....	7	4	58	71	66	62	64
	89	71					

The Committee having thus concluded the labors of the past school-year, and having had oversight of the changes incident to the commencement of the new term, are prepared to relinquish this charge to their successors in office. And in doing so they feel justified in expressing the opinion that the educational interests of the community are well secured under the system at present established, and that the several schools as now organized may be cordially commended to the favorable regard of the Committee soon to be designated for their oversight.

GILBERT L. STREETER,

Chairman 2d Visiting Committee.

INTERMEDIATE SCHOOLS.

There are six INTERMEDIATE SCHOOLS, each with a Primary Department.

ABORN STREET SCHOOL. *District Limits* : South—a line from North River across Boston street, at the "Town Bridge," and continued to the W. limit; West, City boundary; North, City boundary; East, North River. *Teachers*—Nancy R. Eustis, Principal; Eliza A. Dix, Assistant. Number of Pupils 120; average attendance 90.

BENTLEY SCHOOL—Essex St.—for Girls. *Intermediate—District Limits* : All East of E. R. Road in Washington St. *Teachers*—Sarah A. Brown, Principal; E. S. Cogswell, 1st Assistant; S. C. Honeycomb 2d Assistant. No. of Pupils registered 140; average attendance 113.

Primary. District Limits—On the North and West a line through centre of Pleasant Street to Forrester up Forrester to Newbury St.; thence to Browne, St. Peter, Essex, Central, Lafayette, to South Bridge; on all other sides the water; returns to Pleasant by Webb and Bridge Streets.

BROAD STREET SCHOOL. *Intermediate. District Limits*. S., South River and Mill Pond; E., E. R. R.; N., North River and a line thence across Boston Street at the Town Bridge; W., Boston Street to Essex; thence to Lynn line. *Teachers*—Caroline Stevens, Principal; S. E. Francis, 1st Assistant; R. H. Stacey, 2d Assistant; Rebecca Breed, 3d Assistant.

Primary. District Limits—S., the Mill Pond, from foot of Phelps' Court to E. R. R.; E., E. R. R. from Mill Pond to North River; N., the North River, from E. R. R. to North

Bridge; thence along centre of North Street to middle of Essex, up middle of Essex to Flint, across Broad to Phelps' Court.

BROWNE SCHOOL—(South Salem.) *District Limits*—So. Salem; North, Channel of South River. No. Pupils registered 289; average attendance, 268. *Teachers*—Caroline Weeks, Principal; Nancy Osborne, 1st Assistant; E. A. Arrington, 2d Assistant; H. E. Tyler, 3d Assistant; C. E. Lancaster, 4th Assistant.

NORTH STREET SCHOOL. *Intermediate.* *District Limits:* North Salem; S., North River to a point opposite Buffum St. *Primary.* W., Buffum St. (both sides;) N., City boundary; E., the water. *Teachers*—Maria Cushing, Principal; E. C. Russell, 1st Assistant; M. W. Wood, 2d Assistant; Lucy Smith, 3d Assistant. No Pupils registered 217; average attendance, 172.

PHILLIPS SCHOOL—(Essex and Forrester St. for Boys.) *District Limits*—All East of E. R. R. in Washington Street; on the N. & W. a line through the centre of Pleasant Street to Forrester; along Forrester to Newbury; thence to Browne along Browne to St. Peter St.; thence to Essex, Central and Lafayette to So. Bridge; thence by water to Webb Street, which it follows to Bridge and Pleasant. *Teachers*—M. R. Kimball, Principal; E. R. Kimball, 1st Assistant; C. A. Dalton, 2d Assistant; Caroline Luscomb, 3d Assistant. No. of Pupils registered 196; average attendance 180.

The following Text books are prescribed for the Intermediate Schools:

Tower's Gradual Reader.

Tower's Intermediate Reader.

Tower's Second Reader.

Bumstead's Spelling and Thinking.

Colton and Fitch's Introductory Geography.

Colburn's First Lessons in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

PRIMARY SCHOOLS.

There are four PRIMARY SCHOOLS not connected with an Intermediate.

BRIDGE STREET SCHOOL. *Dist. Limits.* W., all Northey Street with the courts leading from it; from corner Northey and Bridge Street a line down centre Bridge Street to R. R.; which follow to the water, which bounds the District on all other sides. *Teacher*, Sarah H. Tibbetts. No. of Pupils registered, —; average attendance, —.

FOWLER STREET SCHOOL. *Dist. Limits.* S., Mill Pond from foot of Phelps' Court to Great Pasture; E., Phelps' Ct., across Broad through Flint (including both sides of the Court and of Flint Street,) down centre Essex to North, along North to Bridge; North River from Bridge to Boston Street, and a line across the street at the Town Bridge; W., the City limits. *Teachers*—F. E. Very, Principal; M. E. Webb, Assistant. No. of Pupils 96.

MASON STREET SCHOOL. *Dist. Limits.* All North Salem West of Buffum St., the Western line being the North River. *Teacher*, L. L. A. Very. No. Pupils registered 65; average attendance 52.

WILLIAMS STREET SCHOOL. *District Limits.* W., the E. R. R. from South to North River; N., North River to a point opposite the Bridge Street limits; E., which follow to W. corner Northey Street and Bridge Streets; thence down centre Bridge Street to Pleasant, centre of Pleasant to Forrester, up centre of Forrester to Newbury, along this to Brown, up Browne to St. Peter's, thence to Essex, to Central, down which go to South Bridge and follow the River to the R. R. Station. *Tea-*

chers—H. N. Lord, Principal ; M. E. Clark, Assistant. No. of Pupils registered, 110 ; average attendance, 94.

Teachers of Primary Schools and of Primary Departments of Intermediate Schools may select from among the following Text books :

My First School Book.

Tower's Primer.

Bumstead's Spelling and Thinking.

Greenleaf's Mental Arithmetic.

Tower's Arithmetic.

Emerson's Arithmetic.

Provided that the children be not *required* to furnish themselves with either of the three latter, but that the Teachers use them as aids to the mere speedy comprehension of Colburn's First Lessons.

Each scholar must have a Multiplication Table and a Slate.

REPORT OF THE 3D VISITING COMMITTEE.

Making up this report as usual from the half yearly returns of the Teachers, and from personal acquaintance with the Schools, the Committee are satisfied of the general improvement in the Intermediate and Primary Schools during the last year, and they attribute this improvement to the judicious change in the organization made nearly four years ago, which has simplified the work of the teachers, and made it also more methodical and efficient.

Although the last school-term was shortened more than two months, owing to the change in the school-year, the scholars

appeared better prepared for advancement than ever before, and this can hardly be attributed to anything but the effect of the new organization. This has been extended to the school before known as the "Aborn Street Primary," which was formally placed on the footing of an Intermediate and Primary School, in May of the present year. There now remain but four Primary Schools on the old basis, and this Committee agrees with its predecessor in thinking it desirable that they should one by one be re-organized.

A comparison of the "Returns," shows that corporal punishment has been resorted to too frequently in some of the schools, even when due allowance is made for overcrowded rooms and for the less impressible character of the pupils of those schools. It is not to anything like cruelty or ill temper on the part of any teacher that the committee allude, but to want of judgment, patience, or tact in some, which has led them to resort to corporal punishment to effect that, which others accomplish better by milder means. Without wishing to dispense with corporal punishment, we yet feel that it is a wholesome check on its indiscriminate employment to require this half-yearly Return of the number of cases in which it has been inflicted.

From the same statistics, after making the same allowances, it appears that there is an unnecessary proportion of "absences," and "tardiness," in some districts.

It is not to be expected or desired that there should be uniformity of method in all the schools; the character of the teacher and of the District should and does give an individuality to each school; but certain general conclusions may safely be drawn from a comparison of schools of the same grade, and may with equal safety and propriety be used as guides in our attempts to improve the character of the Schools.

One important and constant hindrance to the better working of our Primary Schools, is that they are regarded by many parents merely as places of safe-keeping for children who are troublesome at home, and this false view prevents any hearty

cooperation with the teachers in their attempts at instruction and discipline. It is to this feeling that much of the irregular and tardy attendance which so interferes with the school routine is to be referred. The new regulation which sets the age for admission to the Primary Schools at 5 years instead of 4, has already done something to remedy this evil.

The Harbor street School-house was opened in May, to relieve the over-crowded rooms of the Browne Intermediate and Primary Schools, and Miss Charlotte Lancaster was placed there as 4th Assistant of the Browne School. It has been found necessary to continue the School through the Fall, and it will probably be kept up through the Winter.

Miss Lucy Smith, has been appointed 3d Assistant at the North Street School, to supply the place left vacant by a resignation.

The same has been the case with Miss Rebecca Breed at the Broad Street School, and with Miss Caroline Luscomb, who has been temporarily appointed at the Phillips School.

FREDERICK WINSOR,

Chairman 3d Visiting Committee.

APPENDIX.

TEXT BOOKS, USED IN THE CLASSICAL AND HIGH SCHOOL.

L A T I N .

Andrews' First Latin Book.	Leverott's Latin Lexicon.
Andrews' Latin Reader.	Arnold's Latin Prose Composition.
Andrews and Stoddard's Latin Grammar.	Anthon's Classical Dictionary.
Anthon's Caesar.	Various Standard Works for reference.
Anthon and Cooper's Virgil.	
Johnson's Cicero.	

G R E E K .

McClintock and Crook's First Lessons in Greek.	Arnold's Greek Prose Composition.
Sophocles' Greek Grammar.	Liddell and Scott's Greek Lexicon.
Felton's Greek Reader.	

F R E N C H .

Fasquelle's French Course.	Charles XII.
Picciola.	Le Coin du feu.
Fasquelles French Reader.	Spiers' Dictionary.
Corrinne.	

G E R M A N .

Peissner's German Grammar.	Schiller's and Goethe's Poems.
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Mathematics, Science and English Literature.

Sherwin's Algebra.	Day's and Newman's Rhetoric.
Davies' Legendre's Geometry.	Quackenboss' Composition.
" Surveying & Navigation.	Abercrombie's Intellectual Powers.
Mattieson's Astronomy.	Sheppard's Constitution of the United States.
Johnston's Natural Philo'phy.	Sargent's Fifth Reader.
Gray's Botany.	Scott's, Bryant's, Longfellow's and Shakspeare's Works.
Hitchcock's Geology.	
Youman's Chemistry & Chart.	
National Accountant.	
Cartee's Physical Geography.	

Course of Study in the Salem Classical and High School.

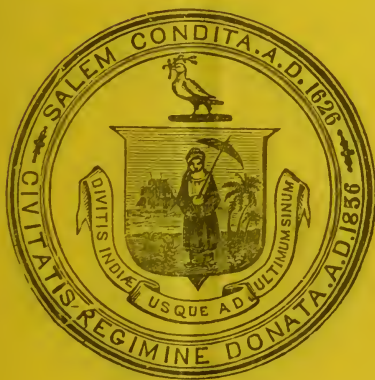
COURSE	MATHEMATICS.		NATURAL SCIENCES.		LATIN.		MODERN LANGUAGES.		ENGLISH LANGUAGE AND LITERATURE.		MISCELLANEOUS.	
Junior	1	Sherwin's Algebra to §17.	1	Andrews' 1st Lat. Bk. to 72 p.	Andrews' Reader 30 pages.	Andrews' 1st Lat. Bk. to 72 p.	Andrews' 1st Lat. Bk. to 72 p.	Compos'n Bk. & Parsing 8 less.	Wilson's History of Rome.	History.	Preparatory Reviews.	Writing, Reading, &c.
	2	" " " to §24.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	3	" " " " " " "	2	Johnston's Nat. Philo. to ch. 4.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	4	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
Middle	1	Geometry, 2 Books.	1	Younan's Chemistry §201.	Andrews' Reader 30 pages.	Andrews' 1st Lat. Bk. to 72 p.	Andrews' 1st Lat. Bk. to 72 p.	Compos'n Bk. & Parsing 8 less.	Wilson's History of Rome.	History.	Preparatory Reviews.	Writing, Reading, &c.
	2	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	3	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	4	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
Senior	1	Book-Keeping.	1	Botany.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Latham's Grammar.	Latham's Grammar.	Composition & Declamation.	Shakespeare.	Declamation.
	2	Surveying & Navigation.	2	Physical Geography.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	3	" " " " " " "	3	Astronomy.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	4	Trigonometry, Plane.	4	Physical Geography finished.	Cæsar's Commentaries.	Cæsar's Commentaries.	Cæsar's Commentaries.	" " " " " " "	" " " " " " "			
Advanced	1	Trigonometry, Spher. cal.	1	Geology.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Rhetoric 60 pages.	Rhetoric 60 pages.	Abercrombie's Intellectual Phil.	Declamation and Composition.	Declamation.
	2	" " " " " " "	2	Zoology.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	3	" " " " " " "	3	Zoology finished.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	4	" " " " " " "	4	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			

College Class.

COURSE	MATHEMATICS.		LATIN.		GREEK.		LATIN COMPOSITION.		GREEK COMPOSITION.		MISCELLANEOUS.	
Junior	1	Sherwin's Algebra to §17.	1	Andrews' 1st Lat. Bk. to 72 p.	McClintock and Crooks' First	McClintock and Crooks' First	Andrews' 1st Lat. Bk. to 72 p.	Andrews' 1st Lat. Bk. to 72 p.	Andrews' 1st Lat. Bk. to 72 p.	Wilson's History.	Mitchell's Ancient Geography.	Worcester's History.
	2	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	3	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	4	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
Middle	1	Geometry 2 Books.	1	Andrews' Reader 30 pages.	Andrews' Reader 30 pages.	Andrews' Reader 30 pages.	Andrews' Reader 30 pages.	Andrews' Reader 30 pages.	Andrews' Reader 30 pages.	Worcester's History.	Classical Antiquities.	Reviews.
	2	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	3	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	4	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
Senior	1	Geometry.	1	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Arnold's Second Part.	Reviews.	Reviews.
	2	" " " " " " "	2	Physical Geography.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	3	" " " " " " "	3	Astronomy.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	4	" " " " " " "	4	Physical Geography finished.	Cæsar's Commentaries.	Cæsar's Commentaries.	Cæsar's Commentaries.	Cæsar's Commentaries.	Cæsar's Commentaries.			
Advanced	1	Trigonometry, Spher. cal.	1	Geology.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Virgil's Æneid 2 Books.	Arnold's Second Part.	Reviews.	Reviews.
	2	" " " " " " "	2	Zoology.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	3	" " " " " " "	3	Zoology finished.	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			
	4	" " " " " " "	4	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "	" " " " " " "			

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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM.



JANUARY....1860.

SALEM:
PRINTED AT THE OBSERVER OFFICE.
1860.

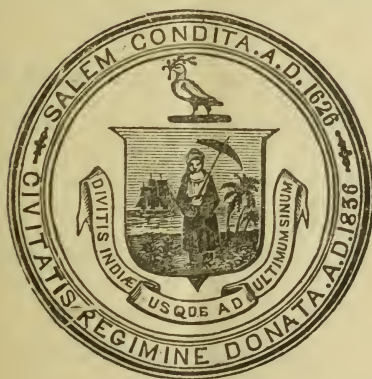
ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.



JANUARY....1860.

SALEM:

PRINTED AT THE OBSERVER OFFICE
1860.

THE SCHOOL COMMITTEE OF SALEM, in compliance with the Statutes of the Commonwealth, and a vote of the Board, herewith present the following ANNUAL REPORT of the PUBLIC SCHOOLS in SALEM.

J. CLOUTMAN, CLERK.

JAN'Y, 1860.

BOARD OF SCHOOL COMMITTEE.

1859.

NATHANIEL SILSBEE, (Mayor,) CHAIRMAN.

HENRY L. WILLIAMS, (President of Common Council,) VICE CHAIRMAN.

FIRST VISITING COMMITTEE.

GEORGE W. BRIGGS, EDMUND B. WILLSON.

SECOND VISITING COMMITTEE.

GILBERT L. STREETER,	JACOB PERLEY,
GEORGE ANDREWS,	GEORGE F. READ,
JOSEPH CHISHOLM,	RIPLEY ROPES,
NATHANIEL B. PERKINS,	FRANKLIN T. SANBORN.

THIRD VISITING COMMITTEE.

HENRY J. CROSS,	GEORGE W. MULLET,
WILLIAM B. BROWN,	J. SHOVE SYMONDS,
JOSEPH A. DALTON,	GEORGE UPTON,
AARON GOLDTHWAITE, JR.,	LUCIUS WELLS.

JOSEPH CLOUTMAN, CLERK.

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1858/59

REPORT OF THE SCHOOL COMMITTEE.

—o—

CITY OF SALEM, Dec. 31, 1859.

In the Board of the School Committee :

The School Committee submit the accompanying Reports of the sub-committees of the Board, adopting the same as their Report for the year, which is about to close.

A change in the manner of electing the School Committee has gone into effect during the past year, but as yet no consequences of this change have been developed. It is hoped that more interest, than has been manifested in some instances during the year, in the elections of the Committee by the people, may be shewn in future.

The Schools of the City are believed to be in a good, and in most cases satisfactory, condition ; and your Committee resign their charge, in the full hope of the continued interest of the City Council and the people at large, as well as of the parents and pupils, in the prosperity and usefulness of our Public Schools.

For the Committee.

NATH'L SILSBEE, Chairman.

REPORT OF THE EXECUTIVE COMMITTEE.



The Executive Committee ask leave to report that, in conformity to the rules of the General Committee, they have caused the necessary returns to be made by the Principals of the Schools, and have prepared the Annual Report and return to the Secretary of the Commonwealth required by law, which they submit herewith.

They have also caused the necessary slight repairs which have been required during the season to be made; and have received, audited and reported all accounts against the board of the School Committee.

They have, under the law of the State, arranged with the different booksellers for the supply of books, on reasonable terms, to the pupils in the schools.

The repairs upon school buildings, after deducting the amount spent by direction, and under the supervision of the City Council, for the alteration of outer doors, are somewhat less than those of the last year. Your Committee are not aware that large repairs will be required during the next year. Upon the subject of the Phillips and Bentley Schools, your Committee are unanimously of the same opinion as is expressed in the report of the Executive Committee of the last year, to which they refer. A change of location of the Bridge Street school, then recommended, has been decided by the General Committee to be injudicious.

Your Committee submit the following statement of the Appropriations and Expenditures of the year as shown by the books of the city.

The Appropriations granted by the City Council for the support of Schools, and the receipts of the year, were as follows :

For Salaries, and other Expenses, including interest for several years to this date, on Bonds of the City in trust for this department, - -	\$26,000 00
For the alteration of School-house doors - -	450 00
Received for rent of land, - - - - -	50 00
“ from pupils from other towns - -	245 00
	<hr/>
	26,745 00
Subsequently withdrawn from Appropriation, - - - -	417 38
	<hr/>
	<u>\$26,327 26</u>

There has been expended for Salaries of Teachers, as follows, viz :

Classical and High School.

Principal, \$1600; Usher, \$1000 :
 Assistants, \$400, \$350, \$350, \$300 ; \$4000 00

Grammar Schools.

	Princ.—pr an.	Each Assistant.	
Bentley,	\$475	\$225	\$1175 00
Browne,	1000	225	1675 00
Epes,	950	225	1175 00
Hacker,	1000	225	1450 00
Higginson,	475	225	1170 15
Phillips,	1000	225	2637 00
Pickering,	1000	225	1468 75
			<hr/>
			\$10,750 90

Intermediates and Primaries.

Intermediates,—Principals, \$275 per annum ; Assistants, \$200—\$150.

Primaries,—Principals, \$225 pr ann ; Assts, \$150.

Aborn Street	Inter. and Prim.	\$425 00
Bentley	Inter. and Prim.	625 00
Bridge Street	Prim.	325 00
Broad Street	Inter.	775 00
Browne	Inter. and Prim.	925 00
Fowler Street	Prim.	375 00
Mason Street	Prim.	225 00
North Street	Inter. and Prim.	804 17
Phillips	Inter. and Prim.	775 00
Williams St.	Prim.	375 00
		<hr/>
		5629 17

Total Amount paid for Salaries, (carried over,)

 \$20,380 07

Amount brought over, - - - - \$20,380 07

Amount paid for

Repairs of Houses, - - - -	\$1521 65
Rents of land and school houses - -	365 00
Care of school houses, - - - -	1157 88
Books, - - - -	353 96
Printing and stationery, - - - -	246 28
Fuel, - - - -	1484 65
Examinations, - - - -	34 10
Apparatus and Atlases, - - - -	207 92
Piano, \$33 ; Aqueduct, \$49 ; - - - -	82 00
Marblehead and Swampscott Schools, - -	77 64
Stoves and Funnels, - - - -	194 32
Furniture, Mats, &c. - - - -	190 86
Teaming, \$20 43 ; Sundries, \$10 86 - -	31 29
	<hr/> 5947 55
	<hr/> <hr/> \$26,327 62

Respectfully submitted.

NATH'L SILSBEE, Chairman.

REPORT ON THE CLASSICAL & HIGH SCHOOL.



Principal, JACOB BATCHELDER, A. M.

Usher, GORDON BARTLET, A. M.

Assistants.

MISS LYDIA C. DODGE,	MISS MARY A. BATCHELDER,
MISS CAROLINE LORD,	MISS LOUISA P. OLIVER.

The First Visiting Committee respectfully present their Annual Report.

At the beginning of the School Year, in December, 1858, the whole number of scholars was two hundred and eleven,—ninety-nine males, and one hundred and twelve females. The Advanced Class had twenty-three members; the Senior Class, sixty-five; the Middle Class, fifty-seven; and the Junior Class, sixty-six.

At the close of the School Year, in November, 1859, the whole number was one hundred and fifty-four,—seventy-one males, and eighty-three females. Fifty-seven scholars,—viz: nineteen of the Advanced Class, twelve of the Senior Class, fifteen of the Middle Class, and eleven of the Junior Class left in the course of the year. It will thus be seen that one third of those who left the School were members of the Advanced Class, who re-entered for a limited period after their graduation, in order to prosecute special branches of study with greater thoroughness, or to avail themselves of opportunities of instruction until they could find employment in some form of business. Of the remaining thirty-eight, twenty-eight were dismissed by the request of parents,—three, for other causes,—and seven left in the vacation at the close of the first term, in May. The number of graduates at the last examination was fifty-three,—eight more than in the previous year.

The Committee desire to bear their decided testimony to the untiring devotion of the Principal, and the Assistant teachers to their several duties. The exercises of the graduating Class sustained the previous reputation of the School. In consequence of the resignation of one

member of the Committee early in the year, the School has not been visited so often as the law requires, or its importance demands. It would need frequent and systematic visits to enable any Committee to speak advisedly respecting all the details of management and instruction in a School which contains so many classes, and comprehends such a wide range of studies. During the first half of the first term one of your Committee attempted to see the whole School, by being present at one recitation of each section in every class, in each branch of study which it pursued. Each class was divided into three sections, not according to alphabetical order, as in the previous year,—but according to the degree of scholarship exhibited at the examination for admission, or subsequently displayed in the daily recitations. The appearance of the first sections, which contained the best scholars in every class, was entirely satisfactory. There was but little to deserve criticism. In the second sections, speaking in general terms, the recitations were only tolerable. Some scholars acquitted themselves with great credit, while others made decided failures. With few exceptions, the recitations of the third sections were very poor. Your Committee were not surprised at such a result. It implied no fault on the part of teachers. The same instructors who taught the best division of a class often taught the poorest one also. But those who had pressed into the School with an inadequate preparation for its higher studies, or who had been comparatively negligent after their admission, became thus sifted out from all the rest, and classed together,—and it was impossible, with the most faithful teaching, to make them scholars in any just sense of the term. A similar classification of any School of equal numbers, would doubtless show similar results. Such a classification has obvious advantages, but it has decided disadvantages also. While it affords better opportunities to the better scholars,—its effect upon the poorer ones, who lose the stimulus of association with the more diligent, or brighter minds, may be disastrous. This method of classification has been abandoned, and the old alphabetical arrangement re-adopted in the present year.

Your Committee report a single change in the corps of teachers. In consequence of the failure of her health, Miss Sarah H. Shaw, whose services as an assistant teacher had been particularly acceptable, and with whom both teachers and scholars parted with great regret, was compelled to relinquish her work. Her place was temporarily, and admirably supplied by Miss Louisa P. Oliver, of Lynn, till the close of the year. Miss Oliver has since been permanently appointed as an assistant teacher.

In the last Annual Report, the Committee referred to the discussion respecting the amount of study required in our Public Schools, which has excited such deep interest of late in many minds. An attempt has been made to arrange the studies of the High School in such a way as to preclude any just criticism in this respect. Formerly each pupil was required to prepare for four daily recitations. As each recitation occupied an hour, only one third of the time passed in the school, remained for study. An amount of study, therefore, was sometimes demanded at home, which severely taxed the pupil's strength. During the last year, only three daily recitations have been required. The relief has been two-fold. The number of required lessons has been diminished, and an additional hour has been gained for study during the sessions of the school. We heartily concur in the opinion that ample time should be secured for vigorous exercise, and healthy, out-of-door sports. Every breath of fresh pure air brings new inspiration to the mental faculties. To overtask the strength of the young is a crime. But while we believe in all proper recreations, we believe in study also. The clamor against the requirements in our schools may become as extravagant as the tendency to burden the pupil with increasing tasks. Scholars who are prepared by requisite age, and previous training, to enter the High School, may be properly required to study faithfully and diligently. They ought themselves to resolve to improve to the utmost the brief remaining years of school instruction. Different pupils, of course, differ greatly in respect to the facility of acquisition. We think, however, that, under the present arrangement, no scholar of average capacity, who faithfully improves the hours in school, will find his tasks beyond his strength.

With this diminished number of recitations, it has been impossible to complete the whole course of study during the last year. Indeed it could never have been expected that the entire course should be pursued in any single year, or completed by any single class. Some branches of study were originally placed upon the list, which are entirely beyond the ordinary course, and which were designed to be left as optional for advanced classes. We think, indeed, that it is a prevalent mistake to crowd too many branches into a brief course of study, and to hurry scholars over many things at a far too early period of life. We should greatly prefer to have our systems of education require a longer continuance at school. But, however that may be, a High School, such as becomes our city, ought to offer opportunities of instruction in all the higher branches of school education to pupils who have the desire, and can command the time to study them. And this suggests the general

question of the proper character, and arrangement of study in a school like that which has been committed to our oversight.

The Classical and High School, as its name implies, is designed to be both a Classical School of the highest order, in which pupils may be fitted to enter any of our Universities, and, also, an English School, in which they may gain an equally thorough mercantile, or general education. It must necessarily include a very wide range of study, and embrace many details concerning which there will be honest differences of opinion. Your Committee believe, in the first place, that no change should be made, which can tend, in any way, to lower the grade of the School. It should be a constant aim, as far as possible, to arrange the studies with reference to the probable future occupation of the pupils. Still, all the studies should be High School studies. It is far better to enlarge the range of Grammar School instruction, and thus raise the standard in the schools of every grade, than to make the High School only a Grammar School under another name, and thus deprive many, who might improve it, of the opportunity of obtaining a higher education. We do not object to occasional, and even systematic reviews of former studies. On the contrary, we would insist upon them. Exercises in Arithmetic and Grammar, and even in simpler branches, should be required at intervals through the whole of a higher course. But when they are taken up in a more philosophical way, and from a higher point of view, while the scholar refreshes his memory of previous acquisitions, he will also be led to a clearer apprehension of principles; and all his reviews will be new and higher studies. The grade of the school should be carefully sustained. Indeed, no one could consent to have it lowered. Every man, though he may not expect to place his own children within its walls, if he has the spirit of a true citizen, must earnestly desire to have a school, open to all, which will reflect honor upon our community, and keep pace with the increased requirements of public education. And every man who intends to educate his children there, will surely be slow to adopt the suicidal policy of lowering, or limiting its Course of Study. What an unspeakable blessing it is to have a school of the highest order open to all alike,—open to the son of some poor widow, for example, the child of her love and prayer, for whom she will toil with heroic heart and tireless hands, in order to give him the advantage of its ample means of instruction! There are such true and wise mothers, who never dream of taking a son away from school, or recognize the necessity for his service, until he has availed himself, of all the benefits which the educational institutions of the community afford. There are children

who show themselves worthy of such toil and sacrifice. There would be more such children if there were more such parents. For the sake of these minds who are its hope, and who will become its jewels, let every community offer the best means of education to all its youth. Comparatively few may enter the highest schools. But let those who can, have the opportunity to develope whatever talents God may have committed to their trust.

But while we would insist upon the importance of maintaining the grade of the school, we believe that the required course of study should be arranged, as far as practicable, in a way that will meet the plans of parents for the future employment of their children. While we are confident that the study of Latin, for example, will be of great utility to every faithful scholar, we do not think it wise to make it obligatory upon every pupil. In the High School at Lawrence, pupils are permitted to study French instead of Latin during their Junior year. If parents wish to have their children pursue a more exclusively English Course of study, their wishes should be gratified. Classical scholars might pursue certain English branches, and English scholars, who desired to have that privilege, might study Latin, while the two departments of the school were kept distinct from each other. Indeed, we think it worthy of consideration, whether the two great departments of the school should not be more truly separated, and the several studies in each department be more exclusively committed to individual teachers, who should be regarded as especially responsible for the progress of the pupils in the particular branches under their charge. Possibly the efficiency of the whole instruction might thus be increased, and the inefficiency in any particular, should any exist, might be more readily discovered, and easily remedied. The Committee are fully aware of the objections to such a recognition of the elective principle in the Course of study as we have suggested. It may lead to frequent difficulties in the arrangement of classes. But we think that the principle is just; and we know that the difficulties cannot be insurmountable. Not only the plans of parents, but even the mental traits, the decided tastes of children should be regarded in the arrangement of studies. While a high grade of study is maintained, details may be arranged in the way that promises to do the best thing for individual minds. Then may the school fulfil its best office, and, in its ample range of instruction, each scholar may find the training to fit him for his future occupation, or to stimulate him to make life itself a constant education into higher knowledge, and nobler thought.

Before we close our Report, we wish to call special attention to one

fact which has been already named. Many who enter the school do not remain to complete its Course of Study. Thirty-eight out of the one hundred and eighty-eight scholars in the Senior, Middle and Junior Classes, left during the last year. One sixth of the class that entered a year ago, eleven out of sixty-six, left before the close of the last term. The last Graduating Class of fifty-three scholars, numbered about one hundred when it entered the school. This is not a new thing in the High Schools of our city. In the old Bowditch School, only two hundred and thirty-six, out of eight hundred and six who entered it during a series of years before it was merged in the present High School, thirty-two less than one-third of the whole number, remained in it to complete the course. The proportion of graduates has been decidedly increased in the present school. It is unfortunate, however, that it is still so small. Parents are sometimes constrained to avail themselves of the services of their children at an early period of life. But we implore them to consider the question long and carefully before they remove their children from the school, to see if the seeming necessity for their removal may not be obviated, even though it be at the cost of great effort and self-denial. The present Junior Class, we rejoice to say, in justice to the teachers of the Grammar Schools, manifested an unusual proficiency in their former studies, at the examination for admission. The same Arithmetical questions were given to them which were used in the examination for admission to the Boston High School, in 1857, and the proportion of correct answers, from the entire number of applicants, was seventy-seven per cent. We hope that a class which has entered so honorably will remain in the school, with undiminished numbers, to pursue its whole course of instruction, and to distinguish themselves still more honorably at its close.

The attention of the community has been particularly called, of late, to the importance of the right training of the young. We trust that parents, with a new sense of the value of the education of the Home, as a true preparation, both intellectually and morally, for the training of the School, will give their hearty, and steadfast co-operation to the efforts of the Teacher. Then our schools will accomplish their highest aims. Then those who enjoy their advantages, will attain a degree of intelligence, and a solidity of character, that will fit them for the trusts of later days, and make them blessings to any community in which they may live.

In behalf of the Committee.

GEO. W. BRIGGS, Chairman.

GRAMMAR SCHOOLS.



BENTLEY. For Girls. *Teachers*, Mary J. Fitz, Principal ; Anna Whitmore, Sub-Principal ; Mary A. Colman and Margaret A. Dunn, Assistants. *Committee*, Gilbert L. Streeter.

BROWNE. For Boys and Girls. *Teachers*, Jacob F. Browne, Principal ; Anna F. Chisholm, Adeline Roberts, and Ellen M. Peirce, Assistants. *Committee*, Ripley Ropes.

EPES. For Boys and Girls. *Teachers*, Levi F. Warren, Principal ; Eliza A. Dix, Assistant. *Committee*, Jacob Perley.

HACKER. For Boys. *Teachers*, Thomas H. Barnes, Principal ; Sarah C. Pitman and Harriet N. Felton, Assistants. *Committee*, George Andrews.

HIGGINSON. For Girls. *Teachers*, Mary L. Shepard, Principal ; Sarah A. Lynde, Sub-Principal ; Lucy Shaw and P. E. Church, Assistants. *Committee*, Joseph Chisholm.

PHILLIPS. For Boys. *Teachers*, Silas Peabody, Principal ; Caroline Roberts and Ellen Rideout, Sub-Principals ; Harriet E. Gray, Ruth C. Gray, Aroline B. Meek, and Marian Power, Assistants. *Committee*, Nathaniel B. Perkins and Franklin T. Sanborn.

PICKERING. For Boys and Girls. *Teachers*, Wm. P. Hayward, Principal ; Sarah E. Cross and Mary A. Cross, Assistants. *Committee*, George F. Read.

REPORT OF THE COMMITTEE.

The Committee appointed to visit the Grammar Schools respectfully submit their annual report as follows :

It is gratifying to this committee to be able to represent, at the close of another year's supervision of this important class of schools, that they have continued to prosper in their quiet and unobtrusive but useful work, and that their present condition may be favorably compared with that of any previous time.

This may seem to be an unimportant statement; but when we consider what a school is, and with what precious interests it is charged, the statement is no longer trivial. Each year, as fresh pupils enter, and old pupils push further onward, in what is to them a laborious though we hope not generally an unpleasant task, the life of the school is essentially new. To the teacher the round of duties recurs with a certain degree of monotony. But not so with the individual scholar. To each pupil is opened a larger range and a series of fresh experiences. And to the teacher also, who aims to be the guide and friend as well as instructor of youth, who appreciates the delicate and responsible character of a school-charge, and who labors with enthusiasm to mould the young minds and hearts as yet half-formed, there is something behind the "dull routine of school life" to animate and refresh the spirit. It is therefore gratifying to be able to say that there has been no falling off but a constant progress in the great work of education, that ignorance has been dispelled and dullness enlivened.

CHANGES OF TEACHERS. But few changes have taken place in the schools during the year just closed. They have enjoyed in general that quiet and repose so essential to their onward progress. No change of text-books has been sanctioned by the Committee. In respect to organization and method, the arrangements continue the same. A few new appointments have been made in the corps of teachers, but only where additional instructors were required or when vacancies had been occasioned by resignations.

At the commencement of the year, Miss Marian Power was appointed an additional Assistant in the Phillips School, and Miss Adeline Roberts an Assistant in the Browne School.

In April, Miss Ellen M. Peirce was appointed an Assistant in the Browne school, in place of Miss Laura A. Barron, an excellent teacher,

who resigned on account of ill-health, and whose decease unhappily ensued soon after.

In May, Miss Sarah A. Lynde, was made sub-principal of the Higginson school for Girls, as successor to Miss E. A. Jelly, who resigned after useful service as a teacher during many years.

In June, Miss E. A. Dix, was appointed Assistant in the Epes school in place of Miss E. A. Hatch, resigned, after a short term of satisfactory labor.

In August, Miss Ellen Sawyer, of the Phillips school, resigned, and the vacancy was not filled.

GENERAL STATISTICS. The number of pupils in the Grammar Schools has not varied materially for several years past. The number enrolled at the beginning of the year now under notice, (Nov. 1858,) was 1162, or 18 more than at the beginning of the previous year. The number at the close (Nov. 1859) was 958, or 51 less than at the same time the year before.

The whole number of different scholars during the year was about 1300. The average daily attendance in all the schools was 990.

Assuming the average number connected with the schools to have been 1100, (and it probably exceeded this,) we find that the average attendance was *ninety* per cent., or, that *one-tenth* of the pupils were always absent. This exhibits to the public the extent of the evil of absence from school, which requires so much attention from committee and teachers, and is so often a source of irritation.

The decrease of pupils in the schools during the year was 204, of which number 3 were removed by death.

It appears therefore that over 18 per cent. of the pupils left during the year. The exact proportion, if ascertained, would doubtless be found to be as high as 20 per cent. That is, a fifth of the pupils left without completing the course, and entered, we may presume, for the most part, upon the active duties of life.

If we connect with this computation the number who graduated regularly at the close of the year, which was 76, we have a total number of at least 277, or nearly 24 per cent. as having closed their membership with the Grammar schools during the year.

In this connection it will be interesting to enquire how large a proportion of those who leave this grade of schools pass on to the Classical and High School. We find that only 59 of the whole num-

ber, offered, at the examination in November, to avail themselves of the advantages of that seminary. This fact indicates the necessity of thorough and practical instruction in the Grammar schools, since so many complete here the term of their pupilage.

The number of teachers employed to instruct the thirteen hundred pupils of the Grammar Schools, was twenty-eight. The average attendance of pupils to each teacher was thirty-six. The amount paid for salaries was \$10,750.90.

The number of pupils supplied with books at the public expense was 116 during the first term, and 10 during the last. This is a much smaller number than was supplied the previous year—in fact but little more than half as large.

The number of pupils over 15 years of age in school at the close of the year, was 48.

Several important matters have demanded the consideration of the Committee during the year, a brief review of which may not be unprofitable.

DISTRICT LIMITS. Soon after the annual organization, the attention of the Committee was called to the subject of the limits of school districts. The fact was brought to their notice that a loose and irregular practice had obtained within a few years of allowing children to attend schools outside of their proper districts. A large number of pupils had thus obtained admission to schools to which they did not properly belong, and applications for transfers became so numerous and frequent, as to cause serious annoyance to the Committee and to threaten to render nugatory the rules of the Committee on this subject. At the same time this abuse occasioned some irritation among parents in districts from which a large number of children had been allowed to stray, and complaints thereof were made to the Committee.

To remedy this evil the Committee were obliged to adopt stringent measures, which, though unpleasant to themselves and to many parents, they felt to be rendered necessary by the existing circumstances. They directed the teachers to remand to their respective schools all those children who were out of their proper places, excepting only such as were connected with the first class in each Grammar School, and whose chances for the High School would be jeopardised by removal. The

Board also adopted a regulation prohibiting thenceforth all transfers except by vote of the whole Committee. This rule has been strictly adhered to since. No transfer has been allowed; and we would recommend to the Committee in future to adhere rigidly to the general requirement in this particular. A departure from it, for any but extraordinary reasons, will surely be a source of trouble.

In consequence of this action of the committee, applications were made, by many parents, for such an alteration of the district lines as would enable their children to attend other schools than those now provided for them. It was represented in justification of such a change that the school districts do not at present conform to *ward* limits, which some thought they ought to do. But the Committee felt constrained to decline to change existing arrangements. Their reasons were obvious.

Our schools as at present constituted are believed to be worthy of general favor. They are as nearly equal in point of merit and character as can be expected. The Committee recognize none as superior, or inferior, but consider them all and severally to be well adapted to the wants of the population in the various districts. It is the duty of the Committee to provide competent teachers in each district; and this being done, it is equally the duty of the public in the respective districts to sustain their own schools in preference to any other.

The *bounds* of the districts are at present arranged solely with reference to the location of the school buildings, the convenience of attendance thereat, and the extent of the accommodations. They have no reference to Ward limits, and cannot have, until our school-houses are all of the same size and similarly located. The existing boundaries have been found hitherto to be in the main well adapted to the convenience of the public, and we believe that no fault will be found with them so long as the committee on their part adhere to the requirements of the rule.

For general information the boundaries of the several districts are here published :

BENTLEY SCHOOL—for Girls. *Location*, Essex street. *District*, That portion of the city between the North and South Rivers, east of the centre of St. Peter and Central streets.

HIGGINSON SCHOOL—For Girls. *Location*, Broad street. *District*, That portion of the city between the North and South Rivers, west of the centre of St. Peter and Central streets, and below the "Town Bridge," in Boston street. Also, that portion of "Carltonville," in North Salem, lying between the Mason street school-house on the east and Grove street on the west.

PHILLIPS SCHOOL—For Boys. *Location*, Essex street. *District*, That portion of the city between the North and South Rivers, and east of the centre of North and Summer streets.

HACKER SCHOOL—for Boys. *Location*, Dean street. *District*, That portion of the city between the North and South Rivers, west of the centre of North and Summer streets, and below the "Town Bridge," in Boston street. Also, that portion of Carltonville, in North Salem, lying between the Mason street school house on the east and Grove street on the west.

EPES SCHOOL—for Boys and Girls. *Location*, Aborn street.—*District*, That portion of the city above the "Town Bridge," in Boston street.

PICKERING SCHOOL—for Boys and Girls. *Location*, North street, corner of Dearborn. *District*, all of North Salem, except that portion of "Carltonville" between the Mason street school house on the east and Grove street on the west.

BROWNE SCHOOL—for Boys and Girls. *Location*, Ropes street. *District*, all of South Salem.

THE SEXES IN SCHOOL. In the early part of the year the Committee received a petition signed by a large number of the residents of South Salem, asking for the establishment of a separate grammar school for girls in that district, and the reduction of the Browne school to a school for boys only. This important suggestion received the careful attention of the Committee. It started the consideration of questions concerning the comparative merits of separate and mixed schools for boys and girls, and the expediency and feasibility of organizing all our schools upon a uniform plan, either that of the

separate or the mixed system. This subject may be expected to arise occasionally, as long as the present diversity of system exists. But the committee considered that the time had not yet arrived for attempting to secure uniformity in this respect, and that any step in this direction, involving a partial change, in one district only, would be unwise and improper.

Our schools, as they are, have grown up in their present form naturally, in accordance with the necessities of the population in various districts, and the development of popular interest in public education.

It is only thirty-two years since, for the first time, girls were permitted to enjoy the advantages of our public schools by attending regularly, upon the same terms and at the same times with boys, though at separate schools.

In 1827, the schools for females, now known as the Bentley and Higginson, were established by vote of the town, in buildings then erected for the purpose. For some years previous to that time no provision whatever was made in our public system for the education of females. At an earlier time a practice had obtained of allowing girls to recite, between schools, at the noon recess, to the masters of the boys' schools, but this inconvenient arrangement had been discontinued. Thus, when the East and West Female Grammar schools were established, in 1827, our schools were thrown open for the first time to female pupils and a liberal experiment was undertaken which resulted in the most complete success.

But these schools were in the body of the town, and their pupils were drawn from all sections. The schools in South Salem and North Salem were for boys only, and being thus closed against females, the girls from those districts attended either the school in Beckford street or that in the lower part of the city. As population increased in these suburbs this arrangement ceased to give satisfaction, and in 1835 girls were permitted to attend with the boys at the grammar school in North Salem (now the *Pickering*) to the great gratification of the parents. In 1841, the barrier which excluded girls from the school in South Salem (now the *Browne*,) was also removed, and pupils of both sexes were allowed to attend there. At the same time the Epes school, in Aborn street, was established, for the benefit of girls as well as boys in the upper section of the city. These measures received the general

approbation of parents in the several districts, and the schools thus modified have always been regarded with favor.

In this way our schools grew into their present different forms. The separate system was adopted in the outset in the central schools as the only one under which it was possible for females to receive any instruction whatever in the higher branches. The mixed system was subsequently introduced into other schools, in accordance with views then prevailing, as best adapted to the existing circumstances.

Regarding the present organizations in the light of the foregoing facts—accepting the schools as they found them—the committee thought it unwise to interfere with a plan which has thus far worked so well.

They considered also that it was for the interest of the residents in the Browne School district to sustain a single vigorous grammar school for both sexes rather than to weaken it by a division. Two feeble schools, each attended by a comparatively small number of pupils, could not render such useful service as one large school, having the important advantage of more perfect classification. For nothing in the mere organization of a school contributes so much to its success as nice classification of its pupils, with reference to their several capacities and attainments. And this is best secured in a school of generous proportions.

The committee declined to grant the request of the petitioners, on the ground that the educational interests of the community in South Salem would not be promoted by the change proposed, but would suffer injury. They did not pass upon the question of the comparative merits of the separate and mixed systems. Upon this point opinions differ widely, and we do not propose to discuss it at this time. It may be remarked however, that should either system be applied hereafter to our schools uniformly—and if a change either way is made in one it must be made in all, of all grades—it will involve a large expenditure of money on the part of the city in providing suitable school-edifices,—for such we do not now possess.

IS TOO MUCH STUDY REQUIRED? Some solicitude has been expressed of late concerning the amount of study required at school. An impression seems to prevail somewhat extensively that too many studies are prescribed and that the lessons are too long. In the experience of some communities this is doubtless true. An opinion which is entertained by so many must rest upon some basis of fact.

But whatever may be true elsewhere, or with reference to other schools, we cannot consider it as a well-founded objection when applied to the grammar schools of Salem. Indeed the evil complained of is more likely to prevail in our higher seminaries than in the common school. It certainly cannot be urged with any show of reason that too many studies are prescribed in the schools under charge of this committee. Those studies are few and simple. They are all essential. Not one could be dropped without serious disadvantage to the pupil.

The required studies in our grammar schools are, Reading and Spelling, Writing, Arithmetic, Geography, Grammar, and the History of the United States. This is all; and the list seems to be sufficiently brief. Which of these studies is superfluous? Which could be dispensed with in a grade of schools wherein a large majority of the pupils complete all the education they ever receive? To drop either of these branches would be to deprive the larger portion of the pupils in our schools of all instruction in that department—except such as they might have received in the Primary schools. And surely none of these is so unimportant as to be thus disregarded. All of them are, everywhere, by general consent, admitted to be requisite to a common school education.

But are the lessons, given out in school, too long, requiring too much study at home? Upon this point our information is not so definite. The length of lessons is regulated solely by the judgment of the teachers, and it is quite probable that in some cases they may require too much. To err is human. And should such instances be brought to the attention of teachers or committee, the evil would be corrected. But when the opinion is advanced that in the main and generally the pupils of our schools are over-worked, we cannot concur in that view. Those best acquainted with the average capacity of school-children do not think so. The results of study at home, as observed in recitations, do not indicate that any very severe mental labor has been involved in the work of preparation. The standing of our schools, as compared with those of other places, does not indicate that here they are over-worked. Indeed we believe that in general the length of lessons is determined with a proper regard to the capacity of the pupils.

We believe in study out of school. We also believe in play out of school. Time should be allowed for both. So much study should not be required as to deprive our youth of a generous share of time for

sport and recreation. To this they are entitled. "All work and no play makes Jack a dull boy," and on the other hand, all play and no work makes Jack a useless boy, and commonly a troublesome one. The teacher hits upon a happy medium whose lessons are so allotted that time may be found for both work and play.

THE BENTLEY SCHOOL BUILDING. During the year the school Committee have endeavored to secure better accommodations for the Bentley schools for Girls (Grammar and Primary) in the lower part of the city. The building now occupied by these schools has been condemned by the general Board as insufficient and unsuitable for its purposes. It was erected over thirty years ago, but has been enlarged and altered since to render it tenable until the present time. The corresponding building in Beckford street, erected at the same date, for the Higginson school, was condemned and abandoned several years since. The Bentley building has worn out in the public service; it is no longer fit for its uses. A proper regard for the welfare of youth and the promotion of education requires that more suitable accommodations be furnished.

In a report on this subject made to the Board by a Special Committee, the Bentley building was represented as incommodious, ill-arranged, un-healthy, and un-safe. The same opinions were strongly expressed in a Memorial addressed to the City Council by the School Committee. This Memorial urged the necessity of a new school-edifice to accommodate in a suitable manner the female pupils in this section of the city. It was received in that body with favor, and both branches of the Council concurred in the necessity and expediency of the proposed building.

But the lot occupied by the present structure was found to be unsuitable, by reason of its narrowness, for the new edifice, which it was considered should not exceed two stories in height—the present building being *three* stories high, and hence extra-hazardous in case of fire. Upon the question *where* the new school building should be erected the two branches of the City Government differed. Each branch signified its willingness to make a liberal appropriation for the purchase of a lot of land as a site for the building, but they failed to agree upon the question of location. The efforts of the School Committee to produce harmony of opinion were entirely unavailing. Thus the earnest desires of the Board were frustrated.

But it is hoped that the accomplishment of this purpose of the Committee, though postponed, is not defeated. We earnestly commend the matter to the early notice of the next Board. So important a measure as this of providing a safe, healthful, and convenient school-building for three hundred girls, for the female children of the larger part of the population of two wards, should certainly be pressed immediately upon the attention of the new City Government, that measures may be taken to provide a new building during the coming season.

ANNUAL EXAMINATIONS. Two general examinations of the schools were made just previous to the close of the school-year. One of these (on Thursday and Friday Nov. 9th and 10th) was open to the public, and was largely attended by parents and friends of pupils, and by others interested in education. The exercises were conducted by the teachers of the schools, and afforded a favorable exhibition of the attainments of the pupils, so far as could be observed in the brief time allotted for the purpose.

It was gratifying to notice the prominence given on this occasion to exercises in Composition. To be able to write the English language correctly, and to express one's thought readily and naturally, is certainly one of the most useful and practical results of a common school education. It is a kind of knowledge which is power in its possessor. We recommend continued attention—greater rather than less—to this important matter. As a means of promoting accuracy and ease of expression the practice of keeping school journals, which has been introduced into some of our schools, is found very useful.

A private examination of the several schools was made by the committee on Friday Nov. 18th. Printed questions were employed on this occasion, which were submitted to each scholar in the two upper classes of the respective schools, and to which written answers were required. The results of this examination, which embraced each branch of study, enabled the committee to scrutinize the proficiency of pupils as exhibited in their written work, and to institute comparisons between the various schools. The results in general were quite satisfactory.

SPECIAL REPORTS. The Chairman invited the several members of the committee to furnish special reports upon the schools under their

charge, but only a portion having chosen to do so, it is deemed inexpedient to publish them in full.

The Committee of the *Browne* School, Mr. Ripley Ropes, remarks that "frequent informal visits to the school satisfy him that the principal and assistants are faithful and earnest in their efforts for the interests of those committed to their charge. * * The annual public examination was highly satisfactory. The deportment and recitations bore testimony to the fidelity of the teachers. The record of the private examination proves the Browne school second to no other school of its class in the city." The report concludes as follows :

"During the year that has passed the Committee has made strong efforts, to abolish corporal punishment from the school. We have appealed to the pupils' 'sense of honor' as a prominent means of accomplishing the desired result, and the progress so far made, indicates a success.

We must express our regrets, that the parents of the scholars, so seldom visit the school; with some, it cannot be because of indifference to the interests of their children, for the frequent calls which the committee has received from a few parents, during the past term, testify to the contrary. If they would look in but once a month and gain an acquaintance with the deportment and recitations of their children, it would not only encourage the teachers, and benefit the scholars, but remove erroneous impressions concerning the former, which parents who listen too attentively to the complaints of their children, are very apt to entertain. Why should we look for perfection in teachers, more than in ourselves? Who of us have no faults of character or disposition? We place our children at school in charge of teachers, and with hardly a thought concerning our school system, certainly with but little knowledge of it founded upon our own observation or experience; we hold those teachers to a most rigid accountability for the educational progress of those children. How often we forget that there is an education of the heart as well as the head; that our duties by the hearth stone, when properly discharged, render the school discipline less irksome to our children, and the teachers' task more easy and pleasant. If we will teach our children to be diligent and obedient; if we will teach them to look up to their teachers with respect, and to submit cheerfully to the discipline of the school; then shall we best cooperate with teachers and committee, and the best interests of the school be promoted."

Mr. George F. Read, committee of the *Pickering* School, reports that during the year "the discipline of the school has been mild, yet

effective ; and, as a consequence thereof, the behaviour of the scholars during school hours has, generally, been good." The following general suggestions accompany the report :

" Pericles, the Athenian orator, during his last illness, was visited by a large number of his professed friends, who manifested great grief at the thought that they were about to lose so excellent a citizen. Pericles listened to their exclamations ; then turning his dying eyes towards them, uttered this mild reproof :—" If you want a lamp, you must put in the oil." The application is obvious. If we wish our Public Schools to flourish, we must furnish them with suitable school committee men, who will labor for the public good ; and who will seek the true welfare of the pupils, by encouraging in them every thing which is really good, and discouraging every thing which is really evil. Such a committee will provide for them well qualified teachers, who will honor their profession, and not degrade it ; and also with suitable school rooms, where comfort and convenience shall be the most important considerations. In the selection of books for their use, they will be careful not to choose those which were made merely to sell ; but those which were designed for real service. Parents also must remember that their children are *immortal* beings, for whose conduct they are, in a great degree, responsible, if they fail of discharging their duty towards them."

The committee of the *Higginson* School, Mr. Joseph Chisholm, remarks that

" It appears that at the private examination the pupils of the first and second classes did not come up to the highest comparative point ; and, what is surprising, a failure in spelling was very general. * * But it is gratifying that those of the first class, in their examination for the High School attained to a higher point, compared with classes of their grade, than at the private examination. * * The exercises at the public examination, from the morning religious service to the closing hymn at evening, created an intense interest. From the least child to those who were to take leave of the school, each pupil seemed to be governed by a spirit of generous emulation. The examination of the two higher classes, in the P. M., especially engaged the attention of a crowded audience of parents and citizens. * * * *

" It is to be regretted that tardiness is too much indulged in by the pupils. To become reliable men and women we must learn to be prompt, punctual and energetic in the season of childhood and youth. To the pupils I would say, receive the restraints of school discipline, with kindness, for they, with the enlightening effects of your teachings, are preparing you to hold a place in a world where self restraint is a virtue, and education gives power and respectability."

Mr. Jacob Perley, in charge of the Epes school, submits a full report, from which we make the following extract:

"During the past year the pupils have attended to their studies with interest and vigor, and the former standing of the school has been fully maintained. The Principal has been untiring in his efforts to promote, in every way, the best interests of the school. The deportment of the scholars out of doors, as well as their lessons and behavior in the schoolroom, has been carefully attended to, and a salutary influence exerted by means of the general exercises inculcating in some interesting form, good principles and decorum. Composition, an exercise so necessary to enable scholars to acquire a ready and right use of the English language, has received proper attention in the higher classes. The success of this exercise has equalled expectation and is we think creditable to new beginners. The public examination gave evidence of thoroughness in study and advance in scholarship, and of the interest felt by the parents in the school, many of whom were present, notwithstanding the unpleasantness of the weather. Four applied and were admitted to the High School. An entering class of 15 was admitted. The school is now quite full, numbering 89 scholars."

From the *Bentley*, *Hacker* and *Phillips* schools no special reports were received.

GRADUATES. At the close of the year, in November, seventy-six pupils left the grammar schools, having regularly completed the course of study. Of these, fifty-nine applied for admission to the Classical and High School, and all were received but one. This number is smaller by more than a quarter part than that of the previous year.

The candidates generally were thought to be unusually well qualified, and passed a satisfactory examination. The following table exhibits the percentage of correct answers to the questions proposed obtained by those candidates who were admitted:

SCHOOLS	Offered.	Admitted.	Geography	Grammar.	Arithmetic	History.	Average.
BROWNE.....	4	4	73	60	76	98	77
BENTLEY.....	9	9	62	77	79	85	76
HIGGINSON..	10	9	55	78	78	88	75
HACKER.....	6	6	50	72	85	92	75
PICKERING..	10	10	55	69	91	80	74
PHILLIPS.....	16	16	60	45	73	89	67
EPES.....	4	4	54	63	67	73	64
PRIVATE.....	6	3	44	77	72	79	68

AVERAGE AGE OF PUPILS. It is worthy of notice that the average age of the pupils of the Graduating Classes, at the close of the year, was over fourteen years. And this is the usual average of those who leave the grammar schools. The opinion is sometimes expressed that children pass through our public schools at too early an age,—that they enter when too young and leave when too young—that the work of education is pressed too severely upon feeble and immature minds. But as bearing against the correctness of this impression, the fact stated above, that the average age of pupils leaving the grammar schools exceeds fourteen years, is certainly important if not conclusive. The limits of age indicated by state law as comprising the term of years within which a common school education ought to be acquired, are from five to fifteen years. The practice in our schools it will be observed usually conforms to this limitation which the experience of the State has established. As the average age of graduates of the Grammar Schools is between fourteen and fifteen years, and three years more are allowed for the High School course, we find that the larger part of those who complete the entire range of study offered in our public schools, must reach at the conclusion of their school-life about the age of seventeen years. An advance upon this we think can hardly be expected.

GENERAL SUGGESTIONS. In the present report we have offered but few suggestions of a general character, or with reference to details of school-work. We might refer to such defects of system as have come under our observation. But we prefer not to criticise too closely those imperfect modes of instruction which it is easier to condemn than to supplant by better methods. There is however one deficiency, common to all schools, which it is never amiss to notice, and to which we may give a few words. We refer to the want of practicality in education. The results of study are often found to lie too much in the memory and too little in the understanding. The knowledge acquired by pupils is too intimately associated with the texts-books they have used, and does not reach forth and connect with matters of every day's experience. To make one's knowledge fully available in practical life, can be expected, it is true, only of mature minds who have learned also in the school of experience. It is true also that school instruction being elementary must necessarily be more or less theoretical in character. Yet we think that children might be better prepared to use

in practical life the knowledge obtained in school if *things* were studied more and books less. True education is the eduction, or drawing forth, of the powers of the mind. It should be a process to awaken, stimulate, and enlarge the habits of observation and reflection, directing at the same time the attention of the mind towards pursuits of general utility. But too often the course of school instruction is like a muddy stream, flowing over the mind and depositing in the memory, as a sediment, a crude mass of details which encumber the brain without truly enlightening or strengthening it. But this is a defect inherent in the system, and which can only be corrected in time by patient labor, gradual progress, and careful study of improved methods.

The Committee conclude this Report with an expression of their general approval of the labors of the teachers and of satisfaction with the schools as they are. A comparison of the results of the past year with those of previous years would show that our schools maintain that creditable rank which they have long held.

For the Grammar School Committee.

GILBERT L. STREETER, Chairman.

INTERMEDIATE AND PRIMARY SCHOOLS.



INTERMEDIATE.

ABORN STREET—For Boys and Girls. *Teachers*—Nancy R. Eustis, Principal ; Sarah S. Saunders, Assistant. *Committee*—Joseph A. Dalton.

BENTLEY--For Girls. *Teachers*—S. Augusta Brown, Principal ; Eliza G. Cogswell, First Assistant ; Sarah E. Honeycomb, Assistant. *Committee*—Henry J. Cross.

BROAD STREET—For Boys and Girls. *Teachers*—Caroline Stevens, Principal ; Rebecca H. Stacy, First Assistant ; Sarah E. Francis and Matilda Roberts, Assistants. *Committee*—Lucius Wells.

BROWNE—For Boys and Girls. *Teachers*—Caroline Weeks, Principal ; Nancy Osborne, First Assistant ; Augusta Arrington, Harriet M. Tyler, and Charlotte E. Lancaster, Assistants. *Committee*—Aaron Goldthwait, jr.

NORTH STREET—For Boys and Girls. *Teachers*—Maria Cushing, Principal ; Elizabeth C. Russell, First Assistant ; Lucy A. Smith and Caroline Symonds, Assistants. *Committee*—J. Shove Symonds.

PHILLIPS—For Boys. *Teachers*—Mary R. Kimball, Principal ; Emmeline R. Kimball, First Assistant ; Caroline P. Dalton and Sarah F. Cutts, Assistants. *Committee*—George Upton.

PRIMARY.

BRIDGE STREET—For Boys and Girls. *Teachers*—Sarah H. Tibbets, Principal ; R. Annie Harris, Assistant. *Committee*—William B. Brown.

FOWLER STREET—For Boys and Girls. *Teachers*—Frances E. Very, Principal. Margaret E. Webb, Assistant. *Committee*—George W. Mullett.

MASON STREET—For Boys and Girls. *Teachers*—Lydia L. A. Very. *Committee*—Joseph A. Dalton.

WILLIAMS STREET—For Boys and Girls. *Teachers*—Mary E. Clark, Principal ; Mary E. Dewing, Assistant. *Committee*—William B. Brown.

SPECIAL REPORT.

The Third Visiting Committee, who have had oversight during the past year of the *Intermediate and Primary* Schools, respectfully present their Annual Report.

In no other department of government is the law so interwoven with the dearest and most private relations of the citizen as in that of Public Instruction. On the day when the child of five years enters a Primary School he may be said to enter upon public life. His name is inscribed in a public register, his character is studied, and his intellectual capacity and moral proclivities are critically gauged and reported. He is subjected to fixed rules, to the constant care and direction of a public servant, and to the supervision and control of a body of public officers. He is brought thus early into intimate relations with the State, in order that he may become a rational, self-respecting, and self-supporting man, a useful and virtuous member of society.

Taking thus the young child from the arms of its parents, accepting this sacred trust for such a high purpose, and being pledged to the duties thereby imposed, it behoves the State to watch most jealously over the welfare of its charge at this helpless age ; to guard its soul from contamination ; to train its budding faculties with a steady, gentle hand ; and to insure that no undue restraint, ignorant or reckless abuse, or insufficient provision for its physical needs, shall impair the health, or impede the proper growth and development of its tender body.

That the Primary School* is of equal importance with that of any other grade, demanding equal care and foresight in its organization and establishment and no less skill in its management, although it seems a truth so evident as to need no argument, is very generally ignored in practice. The inexperienced teacher with a low salary, the dilapidated building deserted by some more favored school, worn out furniture and insufficient apparatus, are too often deemed good enough for a Primary School

The very manner in which this Committee is constituted, although in strict conformity with usage, shows that previous experience and prospective permanence in office are considered less essential in the

* The term "Primary School" is used in this Report in a general sense, including all grades below a Grammar School.

supervision of the Primary than in that of the Grammar Schools. But, notwithstanding these disadvantages, your Committee have endeavored to discharge the duties devolved upon them, and, by frequent inspection and examination, and careful consideration of the condition and wants of the schools, have prepared themselves to offer the following facts and suggestions.

The *organization* of the schools has continued unchanged during the year, and your committee have no change to propose. The principle of *gradation* in the Primary Schools was introduced in this city many years since from other considerations than supposed superior efficiency, but experiment revealed its many advantages, and it has been gradually extended until it is now incapable of further application without extreme inconvenience to the younger pupils from enlarging the districts. It would be an advantage if our city were so populated, and our school-buildings so located, that no school should contain less than about two hundred pupils under the care of at least four teachers. Nothing but the importance of this principle could justify our anomalous "Intermediate" system, by which pupils, before being qualified for a Grammar School, are transferred from the small, ill-classified Primaries to the advanced departments of the larger, well-graded "Intermediate" schools where they may enjoy superior advantages of instruction.

Instruction, being the main purpose of a public school, demands especial consideration. It is a little remarkable that in the Regulations no course of instruction is prescribed for the Primary Schools, but it seems to be intended that this shall be regulated solely by the requirements fixed for admission to the Grammar Schools. As most of those who enter the Primaries pass into the higher schools it seems proper that the instruction here afforded should be mainly preparatory to that end; but from the view that it should have no other aim your Committee dissent. The Superintendent of the Public Schools of Boston, in a recent report, so well expresses the sentiment of this Committee that his words may be borrowed. "Examinations have had a marked influence in shaping the instruction in our Primary Schools. In these schools, the principal examinations, those of which by far the most account is made, have reference to the admission of pupils to the Grammar Schools. Hence, much of the teaching is concentrated upon the immediate candidates, and they are too often treated as though they had no other destiny but to get into a Grammar School. The question is not 'How shall I form the mind and character of this pupil, and

develop his powers and faculties?' but 'How shall I make him pass the dreaded examination?' "

Your Committee conceive that the present standard of requirements for admission to the Grammar Schools might be essentially modified so as to benefit the schools of every grade, and therefore, in the course of these remarks, such changes will be indicated as may seem desirable, especially as they may bear upon the welfare of the Primaries.

For admission into the Grammar Schools the pupil is now "required to read at first sight easy prose; to spell common words of one, two, or three syllables; to distinguish the several marks of punctuation by their respective names, and to have a general idea of their use; to perform mentally such simple operations in Arithmetic as are contained in the first hundred pages of 'Colburn's First Lessons'; to answer readily to any proposed combination of the Multiplication Table in which neither factor exceeds ten; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign for one hundred; to pass a satisfactory examination in Primary Geography; to enunciate clearly and accurately the elementary sounds of our language; and to understand the first principles of penmanship."

"To read at first sight easy prose" implies merely the prompt recognition and correct pronunciation of common words, without reference to any knowledge of their meaning. As no more is required, it is perhaps not surprising that no attempt should be made at teaching by that rational method which insists that the pupil himself shall first understand that which he reads, before undertaking to interpret the author's thought to others which is the legitimate purpose of *vocal* reading. In one or two schools a good degree of skill is displayed in the elocution of the reading exercise. Although this is derived rather from imitation of the teacher than from a correct appreciation of the subject and sentiment of the lesson, yet is it to be commended, inasmuch as it serves to give the voice flexibility and power, and to excite a degree of sympathetic emotion.

But it certainly seems desirable that more pains should be taken to render the reading lesson interesting and instructive to the pupil by judicious questioning and explanation. However desirable an accomplishment it may be to read well *aloud*, and although the proper training of the organs of speech is highly important, yet *if* it were necessary to sacrifice one good to another, let us have less of the word and more of the idea, less of the letter and more of the spirit, less

sound and more sense. "Understandest thou what thou readest?" is a most pertinent question in the examination of a class in reading.

Of course these remarks are intended to apply more particularly to the upper classes. With younger children a more exclusive attention to that which is mechanical and imitative is excusable and perhaps commendable.

The defect in teaching which is here indicated is also observable in many text-books. Every reading lesson should be not only an exercise in pronunciation, but also a means of conveying useful information, infusing healthy moral sentiment, or gratifying a correct taste; and should be so suited to the capacity and acquirements of the pupil as to be understood readily, yet not too easily, leaving something to stimulate inquiry and to be supplied by the teacher. The series of "Readers" now in use in our schools, affords a too scanty amount of matter. Three thin volumes are scarcely sufficient for four or five years reading. The pupil becomes so familiar with the text that most of the lessons (the *words* at least) are known "by heart" long before the book is laid aside, and when this point is reached thoroughness has become excessive. The School Reader is often the pupil's sole library, and for this reason especially it is desirable that the contents of the book placed in the child's hands should be somewhat varied and copious as well as suitable in their character. But a change in this respect is to be deprecated if it should tend to the opposite extreme of superficiality.

Although some attention is given to the correction of such gross defects in enunciation as may appear in reading or recitation, yet no systematic training of the vocal organs is practiced in any of our schools. Indeed some teachers appear to suppose that good speech comes by nature *solely*, and often allude to the fact that a child does not speak plainly, as if no reproach attached to themselves in consequence. This defect is the subject of much complaint from the teachers of the Grammar schools with reference to the classes coming from the lower schools. The ability "to enunciate clearly and accurately the elementary sounds of our language" is such an important part of a good education that the general neglect of this point in our Primary Schools is to be regretted. If Grammar be truly defined as the art of *speaking* and writing correctly, then surely the first step in the preparation of a pupil for a Grammar School should be *distinctness* of utterance. The phonetic elements of language bear the same relation to the spoken, that the alphabetic characters do to the written

word ; and if to write *legibly*, to give each letter its unmistakable and characteristic form, be the most essential thing in *writing*, then must a corresponding accuracy in *speech* be of at least equal value.

"To understand the first principles of Penmanship" is not held to include the ability to write a legible hand, although it is due to the teachers to say that in many schools a very commendable proficiency in this respect is displayed. The ease with which most children learn the script form of the letter, and the partiality which they evince for this exercise, would seem to indicate that earlier and more general attention should be paid to this important art than is now bestowed. The great practical end of learning to *spell* is to enable the learner to *write* the language correctly, and it therefore seems desirable that the pupil should be able, at the very outset, to reduce his knowledge to practice, and to fix the orthographic form of the word in the mind by writing it from dictation, as well as by spelling it orally. Furthermore, there seems no good reason why the child who has learned to express an idea by speech, and who can spell correctly and write legibly the necessary words, should not be trained to convey the same idea in writing, for this art has its highest as well as most practical use in the expression of the writer's own thought. In this manner the pupil would be prepared to commence the practice of Composition, which, whether considered as mental discipline, as a stimulus to the acquisition of knowledge, as an elegant accomplishment, or as a useful art, has no rival as a means of educational advancement, although so strangely yet so commonly neglected in many public schools.

A very great proportion of time and labor is devoted in these schools to "Intellectual Arithmetic," in order to meet the requirements of the rule. "To perform mentally such simple operations in Arithmetic as are contained in the first hundred pages of 'Colburn's First Lessons,' " especially if a full explanation of the process be required, as is customary, seems no very "simple" operation for a child of eight or nine years. On the eighty-first page of "Colburn" are questions like the following: "Three-fifths of forty is six-eighths of how many sevenths of twenty-one?" The solution of this must be given in the following form: "One-fifth of forty is eight, then three-fifths of forty is three times eight which is twenty-four; if twenty-four be six eighths of some number, one eighth of the same number is one sixth of twenty-four which is four; if four be one eighth, then eight eighths, or the whole, is eight times four which is thirty-two; one seventh of twenty-one is three; thirty-two is ten times three and two-thirds of

three : *therefore* three-fifths of forty is six-eighths of ten times one-seventh of twenty-one, and two-thirds of one-seventh of twenty-one." The utmost success that has attended the teaching of mental arithmetic by this mode, in our schools, is that bright scholars will learn the formula, and will perform the operation by its means, but a slight investigation will convince the examiner that, as an evidence of correct mathematical *reasoning*, recitations like the above are wholly fallacious, except in the occasional case of some precocious prodigy. The fault lies not in the teacher, or in the scholar, but in that system of education which does not recognize the important truth that the faculties of the mind, like the powers of the body, can be *developed* only by time and growth, or, if stimulated into premature activity, will inevitably be weakened by such unnatural treatment. It is not here intended to depreciate Colburn's system, but simply to protest against its abuse.

The simple operations of written arithmetic, which are so universally useful, and which, by visible representation, relieve the mind of its labor, might be taught with advantage in the Intermediate department if the requirements in mental arithmetic were reduced. Whatever mode of instruction educates the hand and eye as well as the mind should be preferred, for young children especially, whenever practicable. But more attention is desirable to such a thorough drill of pupils as will enable them to perform promptly and accurately those simple mental operations in numbers which form the basis of rapid and correct calculation. Why should not the candidate for a Grammar school be able to answer correctly to "any proposed combination," within certain limits, in addition, subtraction, or division, as well as of the "multiplication table?"

In some of our Grammar schools the examination of applicants for admission in "Primary Geography" is omitted. As this branch of instruction is of a more special character and more limited in its uses than those which have been discussed; and especially as the children in the Primary Schools are not sufficiently mature to comprehend much geographical truth, and the time devoted to it might be more profitably occupied; would it not be well to defer the commencement of this study until after the pupil has entered a Grammar School? If not excluded, it should be taught by a very different method from that now employed in any school of which your Committee have knowledge. The text-book used is sufficiently absurd, but perhaps the inadequacy of all school geographies arises from the impossibility of properly teaching

this science except by ingenious oral instruction, aided by suitable apparatus, and especially by frequent reference to the visible features of the Earth itself.

Great defects in modes of teaching, in Primary Schools in particular, proceed from an ignorance of the nature of a child, for the child is *not* a miniature man, but a being of very different structure, with faculties developed not merely in a less degree, but in very different proportions with respect to each other. That is the true educator who neither neglect too long, nor seeks prematurely to develop, any faculty, but seizes upon each in its due season, educates and strengthens it by judicious exercise, not by severe labor, and thus really instructs or builds up the mind to that fair temple of beauty and use, which, when filled with sound learning and consecrated to high principle, constitutes the highest type of Man.

Another mistake in Primary education is to suppose that knowledge is to be "stored up" by the child for future use. There is no commodity so perishable as mere knowledge, nothing that will so rust, decay, and evaporate, if not constantly tended and used. Whatever is learned should be kept always fresh and bright. The scholar should be able at once to "lay his hand upon" everything which the mind contains. So to shape the course of instruction as to make every new fact and process a part of the mental apparatus of the pupil; to forge thus, link by link, the chain which may encircle the world of thought; to convert thus knowledge into power, is the great problem to be solved by the teacher.

The *order* maintained in the several schools is, with a few unfortunate exceptions, as good as could be reasonably required. There is of course a great difference in the means used by the various teachers to enforce obedience. In no school has corporal punishment been wholly discarded during the year, although it is used by many teachers with extreme rarity and reluctance. While your Committee would sternly discountenance anything approaching to unnecessary severity, they cannot concur in the opinion which is sometimes expressed, that this mode of correction should be resorted to only when *all* other means have failed. So long as punishment of any sort is necessary, there seems no good reason why the body should not be made the recipient of the salutary pain. Harsh, stinging, reproachful language, and the destruction of self-respect by unduly stigmatizing venial offences, are much more reprehensible than a transient physical pang if this be administered by one whom the child knows to be a friend. To be

under the displeasure of a loved and respected teacher is a most effective punishment to children of ordinary sensibility, and she who can command such love and respect has an instrument more potent in the government of a school than rod or ferule. To sneer at the idea of "governing by love" is a prevalent habit among those who possess neither this principle nor the power to inspire it in their pupils. But fortunately instances are not wanting in our schools of the success of this agent, when tempered by firmness and judgment. To punish wantonly or vindictively is fiendish. To punish *wisely* is the highest duty of self-sacrificing Love: "whom the Lord loveth He chasteneth."

The "Record of Corporal Punishment" which the Regulations prescribe has been generally kept in a satisfactory manner, in some cases with a very commendable degree of minuteness and accuracy. When thus kept it not only serves an important purpose as a check upon hasty and inconsiderate punishment, but also exhibits in some degree the moral condition of the school.

A great defect, perhaps the greatest, in our Primary School system, is observed in the management of the youngest children. They are of course unable to study, and the means used to keep them employed are not sufficient. Thus the first lesson which is taught the child on entering school is idleness. At this period of school-life the old adage "The idle fool is whipt at school" is reversed, for the lazy, phlegmatic child, who is content to sit perfectly still, to fold its hands, and to gaze at the teacher or at vacancy, is praised as the exemplary pupil who never gives any trouble, while undirected energies and nervous vivacity tend to an "irrepressible conflict" between the laws of nature and the rules of the school. The habits of indolence or mischief thus engendered during the first year often retain their hold during the whole school-life. It is a great mistake to assign the care of this department in a graded school to the most inexperienced teacher. It is here that the qualities of ingenuity, patience, and unflagging industry are most indispensable. It is easy to form an ideal of the proper teacher for this position, but this is seldom realized. Besides the inherent difficulty of teaching such young children, the rooms at certain seasons are often so crowded that most of the teacher's time and attention is necessarily given to the preservation of some degree of order.

Why should the child, at its entrance upon school-life, be put at once upon the full requirement of six hours a day? If all the pupils under

a certain age, or below a given degree of advancement, in each school, were allowed to attend only half the full time, the effect could be scarcely other than beneficial to the children. The labor of the teacher could be given more exclusively to instruction, and the time in school would be more profitably employed by the scholars. This plan has been already suggested by high authority but has probably not yet been anywhere adopted. If this Board should be the first to establish an arrangement of this nature your Committee believe that it would be attended with no disadvantage except the temporary opposition of those parents who are too willing to give up the charge of their children to the public.

Much complaint is made by teachers of the want of punctual and regular attendance on the part of their pupils. This is very vexatious and tends to increase greatly the labor of the teacher, and of course must retard the progress of the school, especially of the delinquents themselves. Although your Committee can not concur in the opinion that *all* absence from school, when not excused by sickness, is to be treated as a misdemeanor, yet they would urge the employment of every proper means to correct this evil when it is the result of truancy or parental indifference. A *judicious* truant-law would be serviceable even in the Primary Schools. Punctuality is such an important virtue in all the affairs of life that tardiness can scarcely be dealt with too strictly. Teachers themselves are not immaculate in this respect. The rule that teachers shall "be at their posts at least ten minutes before the time for commencing the exercises" is too often disregarded. It cannot be expected that children will be early at the door of the school room if they are obliged to wait, exposed perhaps to the severity of the weather, for the arrival of their dilatory teacher who should be an example of promptness to them. Neither is unnecessary absence a fault which is confined to pupils. The frequent or protracted absence of a competent teacher, however worthy may be the substitute employed, must inevitably be injurious to her school. While your Committee would extend every reasonable indulgence to the faithful teacher, whom ill-health, failing strength, or other severe affliction, may compel to ask such a favor, they can but express the opinion that the ordinary vacations afford as full opportunity for the enjoyment of leisure as can fairly be expected by a public servant.

The importance of the school as a means of training to proper habits of life and business is not sufficiently considered. The school room is the *office*, the *work-shop*, as well as the *study*, and regularity,

self-reliance, diligence, and perseverance should be cultivated less even for their immediate value as a means, than as an important part of education itself.

The extent to which our schools exert a wholesome *moral* influence, is a subject of great moment. To this end personal character is all-important. Teachers should be not merely free from open reproach, but they should possess a great measure of positive, active moral power. She who punishes vice does much, she who rewards virtue and inculcates virtuous maxims does more; but she who, by the "daily beauty" of her life, by the bright effluence of a character replete with noble purity and zeal, wins the love, reverence, and implicit confidence of her pupils, is the only teacher who can exert a controlling moral influence. Most of our teachers appear solicitous in this respect, but their pupils are exposed to so many counteracting influences that it is difficult to form a definite idea of their success, or to say to how great a degree they are responsible for such immorality as may be evident in the youth committed to their charge. It is home training, home teaching, and out-door associations and habits that must ever shape the moral destiny of the young.

The *accommodations* provided for the several schools differ greatly in their comparative fitness for the purposes to which they are devoted. A few, although perfectly plain and unexpensive, are in general admirably adapted to their proper use. But others, especially those occupied by the Bentley and Phillips Intermediate Schools, are in many respects all that a school room should not be. Those of the Bentley are objectionable on account of their decayed condition, their contracted dimensions, their want of proper ventilation, and the dampness of their location. Those occupied by the Phillips, two of them especially, are gloomy, damp, close, and repulsive. The fact that these rooms were built and arranged for their present use at a time when there was a great movement in behalf of popular education, and when neat and commodious buildings were being erected for Grammar Schools, is another proof how general and long continued has been the comparative indifference to the interests of the Primary Schools. Before making attendance compulsory by the enforcement of a law for the suppression of truancy, it would seem to be the first duty to make the school room as attractive, and as great a contrast to the prison, as possible.

The good, well-furnished school house is a most potent auxiliary to the good teacher. It is itself a teacher of no mean quality: order, punctuality, neatness, and self-respect are thereby silently inculcated.

But the attention of the Board has already been specially directed to this subject, and it is hoped that a wise and liberal spirit of economy, supported by a generous public sentiment, will prompt those whose duty it is to provide such accommodations for the schools in need as will be worthy of this community, and a suitable offering to the cause to which they are to be devoted.

It may seem that in this Report too much prominence is given to the faults and defects of our Primary Schools. Your Committee confess that they have found all the fault they could which seemed to demand, or admit of, a remedy. If they have not spoken so fully of the excellence which may be found, it is not because they would withhold the meed of due praise, but rather because where there is much that is fair, blemishes excite the more regret, and the greater desire for their removal. To prevent misunderstanding it may here be proper to say explicitly that our Primary Schools, as a whole, although susceptible of improvement, are in good condition and worthy of public confidence; and that the teachers are mostly capable, industrious, faithful and kind.

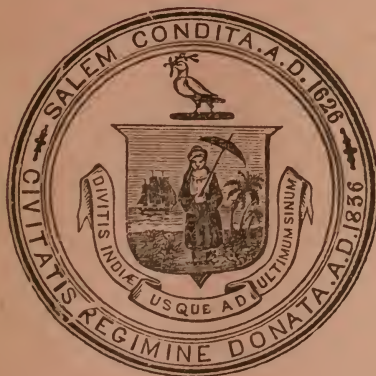
Whether the views here presented be approved or not, it is hoped that early measures will be taken for the removal of such evils as exist and the introduction of such benefits as may be obtainable. If new methods promise the attainment of greater good, if they be sound in theory, practicable in their nature, and warranted by successful experiment elsewhere, a timid and bigoted conservatism should not prevent their adoption. Should some of the teachers now employed be found deficient, let such means be used as may be suitable for their improvement and encouragement. But should any prove incorrigible, unable to govern, or unwilling to submit to government, incompetent to teach, or too wise to learn, given to eye-service, selfish and unsympathizing, or in any other respect unfit for their office or unworthy of trust, no over nice courtesy or misplaced compassion should prevent justice from being done to their pupils and the public.

For the Third Visiting Committee.

HENRY J. CROSS, Chairman.

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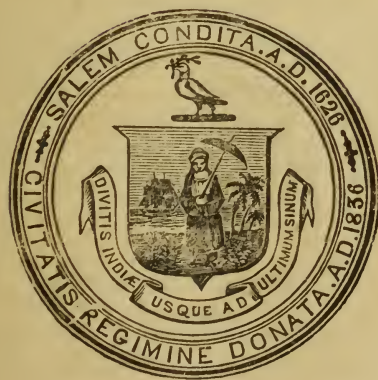
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM



JANUARY...1861.

SALEM:
PRINTED AT THE OBSERVER OFFICE.
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1839/60

BOARD OF SCHOOL COMMITTEE.

1860.

STEPHEN P. WEBB, (Mayor,) Chairman.

JAMES H. BATTIS, (President of Common Council,) Vice Chairman.

FIRST VISITING COMMITTEE.

GEORGE W. BRIGGS,

EDMUND B. WILLSON.

SECOND VISITING COMMITTEE.

GILBERT L. STREETER,

JACOB PERLEY,

GEORGE ANDREWS,

GEORGE F. READ,

JOSEPH CHISHOLM,

RIPLEY ROPES,

NATHANIEL B. PERKINS,

FRANKLIN B. SANBORN.

THIRD VISITING COMMITTEE.

HENRY J. CROSS,

WILLIAM P. GOODHUE,

WILLIAM B. BROWN,

DANIEL POTTER,

JOSEPH A. DALTON,

J. SHOVE SYMONDS,

AARON GOLDTHWAITE, JR.

GEORGE UPTON.

JOSEPH CLOUTMAN, CLERK.

REPORT OF THE SCHOOL COMMITTEE.



CITY OF SALEM, Jan'y 21, 1861.

In Board of School Committee :

The SCHOOL COMMITTEE submit the accompanying Reports of the sub-committees of the Board, adopting the same as their Report for the year which is about to close.

For the Committee.

STEPHEN P. WEBB, Chairman.

REPORT OF THE EXECUTIVE COMMITTEE.

—o—

The Executive Committee submit the following statement of the Appropriations and Expenditures of the year, as shown by the books of the City Auditor.

The Appropriations granted by the City Council for the support of Schools, and the Receipts of the year, are as follows :

Appropriation for Salaries and other Expenses,	-	\$27,500 00
Received from State School Fund	- - - -	711 56
“ “ Interest on Brown Fund	- - - -	200 00
“ “ Rent of Land	- - - -	25 00
“ “ Poor Department for Fuel	- - - -	134 85
“ “ Mayor and Aldermen for do.	- - - -	197 35
“ “ Pupils residing out of town	- - - -	30 00
		<hr/>
		\$28,798 76
		<hr/>

There has been expended for Salaries of Teachers, as follows :

Classical and High School.

Principal, \$1600 ; Usher, \$1000 ;

Assistants, \$400, 350, 300, - - - \$3,898 14

Grammar Schools.

	Princ.—pr an.	Each Assistant.	
Bentley,	\$500	\$250	\$1237 50
Browne,	1000	“	1713 83
Epes,	1000	“	1237 50
Hacker,	1000	“	1475 00
Higginson,	500	“	1237 50
Phillips,	1000	“	2391 67
Pickering,	1000	“	1712 50
			<hr/>
			\$11,005 50

Amount carried forward, - - - \$14,903 64

Amount brought forward - - - \$14,903 64

Intermediates and Primaries.

Intermediates,—Principals, \$275 per annum ;

Assistants, 225—200.

Primaries,—Principals, 250 ; Assistants, 200.

Aborn Street	Inter. and Prim.	\$450 00	
Bentley	do.	662 50	
Bridge Street	Primary,	412 50	
Broad Street	Inter. and Prim.	837 50	
Browne	do.	1001 21	
Fowler Street	Primary,	412 50	
Mason Street	do.	351 90	
North Street	Inter. and Prim.	837 50	
Phillips	do.	830 83	
Williams St.	Primary.	412 50	
		<hr/>	\$6,208 94

Total Amount paid for Salaries, - - \$21,112 58

Amount paid for

Repairs of Houses and Furniture,	-	\$1748 62	
Care of Houses,	- - - -	933 25	
Books,	- - - -	546 53	
Printing and Stationery,	- -	332 23	
Fuel,	- - - -	2165 04	
Incidentals,	- - - -	1162 91	
		<hr/>	\$6,888 58

Total Expenditures - - - \$28,001 16

Unexpended Balance, - - - 797 60

\$28,798 76

Respectfully submitted.

STEPHEN P. WEBB, CHAIRMAN.

REPORT ON THE CLASSICAL & HIGH SCHOOL.

— o —

Principal, JACOB BATCHELDER, A. M.

Usher, GORDON BARTLETT, A. M.

Assistants.

MISS CAROLINE LORD, MISS MARY A. BATCHELDER,

MISS LOUISA P. OLIVER.

The First Visiting Committee respectfully present their Annual Report.

The number of scholars at the beginning of the School Year, in December, 1859, was ninety-seven males, and seventy-eight females, making a total of one hundred and seventy-five. At the close of the year there were fifty-five males, and fifty-five females, making a total of one hundred and ten. It will thus be seen that sixty-five scholars,—forty-two males and twenty-three females,—left in the course of the year. Of this number, fifty, including all of the Advanced Class excepting three, were dismissed by the request of parents. Several members of the Senior Class left the School, some of them only a few weeks before the time for their graduation, in order to avoid the loss of a desirable situation in a store or counting house. One scholar has been dismissed for inattention to study; and fourteen left during the vacation at the end of the first half of the year in May. The number of scholars at the beginning of the new term in December last, was eighty-nine males, and seventy-three females; making a total of one hundred and sixty-two. This is a loss of thirteen scholars in comparison with the beginning of the previous year. The new Junior Class consists of seventy-three scholars, which is a gain of eleven over the Class of December, 1859. The following table shows the result of the late examinations for admission, and the percentage of correct answers by the scholars from the several Grammar Schools. The Committee feel bound however to say, that they do not consider the result of this examination as affording a good criterion of the standing of the

scholars, or of the relative merits of the schools from which they came, for reasons which will be named in another part of this Report.

From the	Scholars Admitted	Average in Geography.	Average in Arithmetic.	Average in History.	Average in Grammar.	General Average.
HIGGINSON SCHOOL...	9	.76	.60	.68	.90	.73 .5
PHILLIPS "	13	.74	.46	.62	.81	.65 .75
PICKERING "	14	.59	.60	.43	.89	.62 .75
BENTLEY "	13	.48	.45	.60	.89	.60 .5
EPES "	5	.64	.48	.37	.87	.59
BROWNE "	6	.4	.38	.45	.89	.54 .5
HACKER "	10	.39	.53	.39	.81	.53
General Average of all the Schools..... }	70	.58	.50	.50 4-7	.86 4-7	.61 2-7

Some changes have occurred in the list of teachers. Miss Lydia C. Dodge who had discharged the duties of the First Assistant in the School from the time of its re-organization in 1856, to the entire satisfaction both of the Committee and the parents of the scholars, accepted an invitation to take charge of the Female Department in the Derby Academy, in Hingham, in March last. Her place was filled by Miss Caroline Lord, who had also been a teacher in the School from its beginning. The vacancy thus created in the usual complement of female teachers, was filled for a time by Miss Mary Carlton of this city, and later in the year, by Miss Lizzie Andrews, both of whom left for more eligible situations elsewhere. Since the resignation of Miss Andrews, no one has been appointed as Fourth Assistant.

A few changes have been made in the course of study. In consequence of the recommendation of the Committee in their last Report, Latin has been left to the election of the parents, instead of being a required study from every scholar. Instruction in Book-keeping has been given to the Middle Class, instead of being reserved, as heretofore, for the last term of the Senior Year. Constant attention has also been given to the reviews of Arithmetic. We think that all these changes have been wise. The course of instruction has thus become better adapted to meet the plans of parents in respect to the future occupations of their children. The reviews of former studies are very important. However desirable it might be to have it otherwise, the scholars are not sufficiently advanced to leave all direct attention to their former studies when they enter the School, and devote themselves entirely to higher branches. The following statement of the number

of scholars in the various studies during the last year, will give a complete view of the work performed in the School. Arithmetic, one hundred and sixty; Book-keeping, ninety; Geometry, sixty-three; Algebra sixty-five; History, seventy; Natural Philosophy, fifty-four; Astronomy, thirty-nine; Botany, thirty-five; Chemistry, fifty; Physical Geography, three; Geology, one; Ancient Geography, seven; Navigation and Surveying, twenty-three; Constitution of the United States, twenty-three; Latin, one hundred and fifteen; Greek, twenty-five; French, eighty-five. Lessons were also given, twice in each week, in Reading and Writing, through about half of the year. Compositions were required from all the scholars, and Declamations from all the boys, except those who may have been excused for special and valid reasons. Instruction has also been given in Drawing to some of the scholars, by Miss Oliver, and several beautiful specimens of their work were hung around the walls of the school room, at the late examination.

The exercises of the Graduating Class, and the recitations of the other classes at the general examination, were, in the main, creditable to the pupils. A few of the recitations were poor; but some were admirable. Some of the Compositions were unusually good. Your Committee, however, attach very little importance to public examinations as they are generally conducted. They are not a true test of the actual condition of a school. When an attempt is made to have one recitation from each class in every branch of study, even if the examination be continued through two or three successive days, no sufficient time can be allowed for any special exercise. If only a single half hour is devoted to a division comprising from ten to twenty pupils, or possibly a larger number, either the proportion of time to each scholar is reduced to almost nothing, or many will be left entirely unquestioned. Every thing is fairly conducted in our own High School. The name of a scholar is first drawn, and then the topic which may be assigned to him; and as the several topics are designed to cover the whole range of study which each class has pursued, every scholar is liable to be called upon to answer any one of them, and must be prepared upon them all. Still the answers in every case must be condensed into a few brief sentences, which have become fixed in the memory by frequent reviews; and there is no opportunity to test the child's knowledge, and see how clear and genuine it is. These remarks of course, do not apply to recitations in the languages, where a class may be taken up in any part of a book which has been read; but they show that in reference to many other studies, examinations, however fairly conducted, may be exhibitions

after all, rather than the genuine test which we desire and need. The late experience of your Committee, indeed, almost leads them to question written examinations also. At the examination for the admission of the new class, which was made by printed questions, some of those who had stood first in the Grammar Schools, failed to enter until a second trial, while others, decidedly inferior in scholarship, succeeded. There are many good scholars who find great difficulty in transferring their ideas to paper; while others who cannot be compared with them for thoroughness, or for intelligence, write with great facility. The sight of pen and paper, and the feeling of responsibility under which they write, destroy the self possession of some as entirely as the direct questions of a School Committee. We are strongly inclined to think that a few quiet visits to the Grammar Schools, in which the recitations of the classes might be continued long enough to show the real capacity and attainments of the pupils, would afford a more satisfactory basis for decision in respect to the transfer of scholars to the High School, than the present process. We are sure that such visits in the High School itself, if the time and the engagements of a Committee permit, would give an immeasurably better knowledge of its condition than any public examination.

Indeed, nothing can take the place of these systematic, scrutinizing, private visits to a school. They will be the surest safeguard against one of the most frequent faults among teachers and scholars. It is not uncommon to see a lack of exactness in recitations. Little inaccuracies are often permitted to pass uncorrected, or unnoticed, until a careless habit of recitation may become a characteristic of individual scholars, and even of whole classes. It is a fault which is very easily contracted. Teachers naturally become very weary of specifying the same little mistakes. It seems unnecessarily exacting and harsh, out of character for frail human nature, persistently to notice and rebuke every little blunder. A kindly spirit is very apt to leave many things without observation and censure. Still it is a mistake which may become fatal to thorough scholarship. A habit of mathematical accuracy in all intellectual work, though apparently a severe exaction at first, is an indescribable blessing. It seems unfortunate, at times, that our intellectual machinery should not be brought to an immediate stop in its operations, whenever there is the slightest want of exactness in its movements, like the engines with which man performs such miracles of outward workmanship; for then we should be compelled to gain that thoroughness which we are too seldom wise enough to demand, or to seek.

And this defect brings incidental results. If the faculties are not on the alert to detect every possible mistake, scholars are apt to sink into a kind of listlessness, and if we may be permitted to coin a phrase, a dead-and-aliveness, which it is discouraging to witness. How much might be done by frequent visits to a school to prevent such a result, and to arouse those who do not seem to be thoroughly awake. We know that we are suggesting an amount of service which your Committee have not rendered, and which no Committee of professional or business men can often perform. They will not, and can not have higher duties in themselves; but they have other duties which are imperative, and which leave neither time nor strength for this additional work. A competent School Superintendent, who should make the studies, the discipline, the recreations, the care of the schools, both in general and in detail, his special work, is the only instrumentality, perhaps, which can accomplish all that we desire and need in a city as large as this. A proper salary for such an officer of instruction, we believe, would be a most truly economical and wise expenditure. He could find abundant occupation in so large a number of schools. He might do much to improve their character in every way; to keep the faculties of the scholars upon the stretch, and to secure in all their departments, that Zouave celerity of movement and perfection of drill which we occasionally witness, and which at once satisfies and delights.

Before we close our Report, your Committee wish to refer to some points in respect to the general organization of the School, which have been made the subject of frequent discussion. When the School was established in its present form, it was doubtless considered by all as an experiment in two particulars. The first question was concerning the propriety, or at least the expediency, of bringing the sexes together into the same rooms for study and recitation. Many were opposed to such an arrangement. Many are opposed to it still. Your Committee have often heard loose statements in regard to improprieties of behavior, and undue familiarity of intercourse among the scholars. We are glad, however, to say, that in every instance in which we have made inquiries, we have found such statements to be great exaggerations. The attention of the Principal has been steadily directed to this matter, and he apprises us that he has never discovered anything which approached the bounds of immorality. Susceptible boys have occasionally written notes to female pupils; but every such act is a violation of the positive rules of the School; and whenever detected, has been strictly censured and punished. No doubt such things may be often

done without detection. Still we know of nothing more censurable. Our experience in the School has not furnished anything which has led us to change our opinion in regard to its organization in this respect. We believe that God intended that the sexes should grow up together. He places them together in our homes. We believe in educating them together. God never designed that there should be monasteries or nunneries, either for children or for men and women. Children are educated together out of the cities and larger towns, among the great mass of the people. If there is any difficulty in our own city it arises from the fact that our system is not uniform and consistent. We put the sexes together in the Primary Schools, and then separate them for years, and at last bring them together again at the very time when they begin to step out of childhood into manhood or womanhood. We try the experiment of placing them in one school, under circumstances which, if it is ever perilous, peculiarly expose us to all its dangers. We leave the boys without the restraining, refining influence of girls, during the very years in which their rudeness or coarseness is most apt to be developed. We separate the girls during the same period, and deprive them of the safeguard of an unbroken intercourse with the other sex, from the earliest years. The positive failure of a mixed school, in such a case, would be thrown out of the argument by any discriminating man, in the general discussion of the question. The fact that even when so unfelicitously established, our own school has not failed in this respect, however, does go far to show, that under favorable circumstances mixed schools would prove to be a complete success.

The second question in respect to its general organization, was concerning the expediency of uniting a Classical and English High School in one institution. Some supposed that the English Department would suffer in consequence of the necessary attention to classical studies. Many felt assured that the Classical Department could never maintain the high character which had been gained by the old Latin School, under its long tried and accomplished teacher. Your Committee believe that the organization of the school does not necessarily expose us to any such failure in either respect. On the contrary we think that there are very obvious and very great advantages in its present general arrangement. A school of higher grade has thus been opened to a large number of boys who would never have entered an almost exclusively classical school, and all who desire to pursue classical studies to any extent, both boys and girls, may have the opportunity of receiving instruction from a teacher of the highest qualifications. The only

change which seems desirable is one that was suggested in our last Report. The different departments of the School might advantageously be kept more distinct. Every one of the teachers has been accustomed to give instruction in Latin. Almost every one, certainly, had a class or classes, in French. A similar arrangement has existed in respect to Mathematics, and, to a greater or less degree, in other studies still. Teachers may naturally prefer not to be confined to special branches of study, but we believe that such a distribution of work would conduce to the best success of the School. We not only think that the classical studies should be committed to one teacher, or as would doubtless be necessary, to two teachers, in order to keep that department distinct, but that the various departments of English studies should be separated from one another also. When five or six teachers are employed in the same institution, it should be the aim to have some one who should be a master, a professor, in each of the several departments of study. We have teachers in the School at present who have a peculiar fitness for certain special departments. Let the classical teachers have the sole charge and responsibility of classical studies. Let the instructor who is an adept in mathematics attend to that department. Let the French classes be committed to a teacher who may, perhaps, only go to the school at certain hours, but who can give correct instruction in pronunciation, as well as in the grammar of the language. We believe that without any increase of appropriations, perhaps, we might thus secure the best instruction for the large number of scholars in this popular branch of study. The school might thus be arranged as a kind of university, which would offer the services of adepts in each of its departments to all its pupils. The advantages of such a plan are obvious. We see no insuperable difficulty in the way of its accomplishment. If it could be accomplished we should have an institution which would offer to all, opportunities such as could not be furnished in a school of smaller numbers, and could not be surpassed in any of the highest private schools.

In conclusion we can only commend the school to the most thoughtful care and interest of our successors and of the community. The teachers are indefatigable in their labors. They should have the most considerate judgment and the most hearty sympathy, in their difficult and most important work.

All of which is respectfully submitted.

GEORGE W. BRIGGS, for the Committee.

GRAMMAR SCHOOLS.



BENTLEY. For Girls. *Teachers*, Mary J. Fitz, Principal; Anna Whitmore, Sub-Principal; Mary A. Colman and Margaret A. Dunn, Assistants. *Committee*, Gilbert L. Streeter.

BROWNE. For Boys and Girls. *Teachers*, Jacob F. Browne, Principal; Adeline Roberts, Ellen M. Peirce, and Eliza H. Sampson, Assistants. *Committee*, Ripley Ropes.

EPES. For Boys and Girls. *Teachers*, Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee*, Jacob Perley.

HACKER. For Boys. *Teachers*, Thomas H. Barnes, Principal; Sylvia C. Weston and Harriet N. Felton, Assistants. *Committee*, George Andrews.

HIGGINSON. For Girls. *Teachers*, Mary L. Shepard, Principal; Elizabeth T. Dike, Sub-Principal; Sarah A. Lynde and P. E. Church, Assistants. *Committee*, Joseph Chisholm.

PHILLIPS. For Boys. *Teachers*, Silas Peabody, Principal; Caroline Roberts and Mary M. Nudd, Sub-Principals; Harriet E. Gray, Aroline B. Meek, and Marian Power, Assistants. *Committee*, Franklin T. Sanborn, and Nathaniel B. Perkins.

PICKERING. For Boys and Girls. *Teachers*, Wm. P. Hayward, Principal; Sarah E. Cross and Mary A. Cross, Assistants. *Committee*, George F. Read.

REPORT OF THE COMMITTEE.

The Second Visiting Committee are happy to make, in general terms, a favorable report of the condition of the Grammar Schools.

We have reason to believe that they are as useful now as at any previous time, and that there has been no declension, during the year, of the high standard of instruction and discipline which has long been maintained by them. The services of the teachers, as a whole, have merited the approbation of the committee, and the deportment of the scholars, with but few exceptions, may be commended with justice.

No changes have taken place, during the year, in the organization, classification, or studies of the schools, of sufficient importance to require explanation, or to elicit special comment. It has been a peaceful, prosperous, and profitable year, as we have had occasion to observe during frequent visits to the schools and at the time of the annual public examinations.

An unusual number of changes have occurred in our corps of assistant teachers, and this, of itself, is commonly regarded as an evil. But an increase of the salary of this grade of instructors, to \$250 per year, having been voted by the Board, has enabled the Committee to take advantage of a wider range of candidates in the selection of new incumbents; and it is hoped, therefore, that the interests of the schools may not suffer by the changes, but may rather be promoted.

The BENTLEY SCHOOL, for Girls, continues to prosper, as hitherto, under the very judicious and efficient management of Miss Fitz, aided by her devoted assistants. The instruction in this school is faithful and thorough, in the most useful branches of elementary education. The discipline enforced by the Principal is uniformly firm and kind; the general tone of thought and feeling is elevated and improving; and the scholars seem usually to maintain pleasant relations with their respective teachers. The attendance of pupils during the year has been nearly as large as at any school in the city, and the impetus which it will receive when it comes to occupy the commodious and convenient building which the liberality of the City is now providing for it, will establish it as a school of the first importance in size and usefulness. Such a school certainly requires the assiduous and faithful labor, which, fortunately, is constantly bestowed upon it. During the protracted illness of the

Principal, in the Summer months, the chief duties of the school were assumed and satisfactorily performed by Miss Colman.

The BROWNE SCHOOL, for Boys and Girls, is in a flourishing condition, and seems now to enjoy the general confidence of the people of South Salem. The instruction in this School is thorough and excellent in all departments, and the discipline is prompt and careful. Mr. Browne, the Principal, has peculiar aptitude as an instructor, and labors with marked success. By his own assiduous and zealous exertions, aided by worthy assistants, he has brought his charge up to a high state of proficiency. The attendance is large; and the present happy state of feeling in the district leads us to anticipate that all will be well with this School in the future.

The EPES SCHOOL, for Boys and Girls, is unfortunately located at the extreme end of the city; and is consequently the weakest, numerically, of our grammar schools. For the same reason the attendance is more variable than in the central districts of the city. This paucity of numbers renders nice classification impracticable, and makes the task of the teachers rather more difficult. But Mr. Warren labors with conscientious and untiring zeal to promote the best interests of his scholars, and attains a large degree of success. His efforts receive the approbation of the Committee, and his school assumes a highly creditable rank.

The HACKER SCHOOL, for Boys, has been for some time reduced in numbers, and, for the past year, has not much exceeded the Epes in this respect. The Phillips school, for Boys, has also, during the same time, been unusually small. While these two boys' schools in the body of the city have been thus somewhat shorn of their strength, the corresponding schools for Girls, (Bentley and Higginson) have maintained their numerical force with little fluctuation. This singular difference does not result from causes appertaining to the schools, but from outside and accidental circumstances which the Committee are unable to explain.

In respect to instruction and discipline, the Hacker School well sustains the high reputation which it has constantly and justly enjoyed under the administration of Mr. Barnes. The Principal prosecutes his work with spirit, fidelity and success, and is efficiently supported by his assistants. The school is in a satisfactory and gratifying condition.

The HIGGINSON SCHOOL, for Girls, merits and receives a large share of popular favor. Its teachers exert themselves with decided success to promote the scholars in their studies, to cherish kindly feelings, and to develop the finest points of character. Miss Shepard, the Principal, teaches with unusual spirit and enthusiasm, and by her freshness of manner and method awakens an interest in the minds of her pupils which can never fail to be fruitful of the best results. Her assistants catch a like spirit, and we have consequently a good school as regards both scholarship and the prevalent moral influences. The discipline, it may be added, is easy and excellent, and is enforced without resort to corporal punishments.

The PHILLIPS SCHOOL, for Boys, is one of the most important and interesting under charge of this Committee. When it is full, which as before mentioned, is not the case at present, it is much the largest of our schools and involves the most labor. It is a school in which there is constant hard work to be done, and which needs to be managed with great judgment and circumspection. The Principal of this school, Mr. Peabody, is well qualified for his post, and is unremitting in his exertions to elevate and improve his charge. The school is under competent instructors in the respective departments, and exhibits gratifying evidences that a good work is being accomplished.

The discipline of the school, would, we think, be rendered less difficult and more pleasing, if the internal arrangements of the building were modified, by converting the whole area of the second story into rooms of moderate size, corresponding in number with the teachers designed to be employed when the attendance is full. We hope that at some not distant day this suggestion may be favorably regarded, and the proposed change receive the sanction of the Board.

The PICKERING SCHOOL, for Boys and Girls, is inferior to none in the essentials that constitute a good school. The instruction and discipline are both good. The school is a pleasant one, pursuing its work in a regular, quiet, and unconstrained manner. The Principal, Mr. Hayward, commands the respect of the pupils, the confidence of parents, and of the Committee. His chief assistants, from long experience and entire devotion to their duties, are able to render invaluable aid.

The School is now one of the largest in the city. In fact it overflows the building designed for its accommodation; and a considerable portion

of the scholars are temporarily located in the old and dilapidated school house in the yard, which is wholly unsuitable for permanent use. Some better provision should be furnished at an early day for the pupils of this school.

The constant progress in our public schools of which we are accustomed to speak—the mental improvement and moral advancement—the visible fruits of incessant labor in the primary elements of scholarship—resembles somewhat the progress of nature through the successive seasons. One year is the same as another; the purposes, means, and results are the same. The cultivator at the approach of each season of promise, prepares anew the soil, and scatters the seeds he has sown before. He expends the same labor in tillage, and repeating through the time of growth the same methods of cultivation, he gathers in the autumn his accustomed crops. The fruits of one year are hardly distinguished from those of another. Occasionally a greater abundance than usual, and sometimes a slight superiority of quality, but, to the eye of the casual observer, the same fruits in form and substance.

It is so with the successful teacher and the prosperous school. They seem to reach annually about the same point of attainment. The daily studies and routine of duty which make up the experience of a school year, follow in a like course always, and seem, when noticed superficially, to be dreary and monotonous. Yet we say and know that there is constant progress and improvement. The progress is not that of the school as a body, in respect to the totality of its attainments, but it is the steady advance of the respective pupils under instruction, the improvement of individual minds, to each one of whom the gain has been real and permanent. This thought carried into the school room tends to relieve the scene of that dullness which is disagreeably associated in many minds with school life and duties, and serves to awaken lively impressions of the great system of intellectual and spiritual influences there at work, affecting with unspeakable power the mind and heart of every pupil. It seems also to magnify the office of the teacher, to draw forth our sympathy and strengthen our feeling of respect.

The true teacher sustains intimate personal relations with each pupil, and in proportion to the nearness of this connection is the degree of success which is attained in the great work of opening, enlarging, and enlightening the growing mind. The school is not a machine; the pupils are not automata; nor has any finger-board of text-books and

formal regulations yet been invented which will enable the teacher to play upon the classes as though they were mechanical figures in a dumb show.

Our present system of common schools seems to be well nigh perfected in all that pertains to mere organization, arrangement, classification and method. We think, also, that many of our schools reach, if not always, at least often, the highest limit of attainment which can reasonably be expected to result merely from advantages of plan and the use of approved books. Whatever positive advance may hereafter distinguish our public education, must come, we apprehend, from a higher appreciation of the personal relations of teacher and pupil, and from endeavors to render the work of the instructor as free and direct as possible.

Doubtless much may be accomplished by teaching classes of children as though all were alike, by instructing them in a mass, as the farmer cultivates his plants in a bed. All minds have so much in common that good results can be obtained without much discrimination of the peculiarities of each. As, however, classes of children in school are not like files of roots in the field, but as, on the contrary, these minds exhibit wonderful diversity of structure, it happens that they require variety of soil and culture for their best growth, and need each one to be treated according to their special capacity. What we desire, therefore, to secure the largest and richest results from our public schools, is, to unite therein the advantages of careful classification and the use of the best text-books, with the largest practicable liberty of the teachers in going forth to meet each pupil by natural and easy approaches.

We sometimes think that our schools suffer from too much system—or too great rigidity of system—and that the granting of more scope and freedom to the teacher would be beneficial. We are sure that we have known teachers who could accomplish more and better work if allowed to follow somewhat their own path of instruction, which being to them an ordained way, is the one in which they can most wisely guide others. There may be such an evil as too much prescription by school committees, for schools as well as states may be governed too much. Is it the highest wisdom in education to require all children to toe the same mark? If classes are required at specified periods to arrive at certain points, designated in certain books, and the fact to be determined by sets of arbitrary questions then proposed, we may be quite sure that the same methods will be pursued with each class and each scholar, and arbitrary means will be adopted to prepare for the arbitrary tests of the

respective classes and schools. The same cultivation and the same fertilizers will be applied to all the beds, and to each plant in the bed. Those pupils who cannot keep up to the end, in the common rut made by the machine, will be dropped down into lower classes, and will finally slip out of school in despair. The unthrifty plants, which need more careful tillage, will be remorselessly cut down by the hoe. And a careful scrutiny of the actual attainments of the scholars will show that memory has achieved greater triumphs in the work than understanding. Is not this the cause of that want of thoroughness which is a common complaint of educators and supervisors of schools?

Although the remark is trite it must be perpetually repeated, that the true object of education is to unfold and enlarge the powers of observation, of discrimination, and reflection. The informing process breaks out from within. We do not send youth

“to school and college
To stuff their empty heads with knowledge.”

Instruction should not be a stuffing process. The educator who understands his work endeavors rather to awaken that precious intellectual sense which hungers and thirsts after knowledge through all the mind and heart. And only so far as understanding accompanies study, and observation supplies the aliment of thought, can this object be attained, and the mind be filled with light. To accomplish this high and honorable task should be the aim of every teacher. It is an inspiring purpose, and may well cause constant exhilaration, even when the details of school duty are difficult and trying.

And now, what kind of teachers may we expect to do this, and under what circumstances? Only those who have special aptitude for their calling, and who, having made requisite preparation, are measurably free to work in their own way. It is one of the lightest duties of the school committee to find persons suitably educated for service in school, but to select those who know how to impart instruction as well as to gain it, is a task of more difficulty. But when such are found, it seems to us that they should not be too much hampered by prescribed rules. Let there be a generous indulgence of the teacher in methods and direction of study for which special aptitude may be displayed. If the teacher possesses the art of all arts which enables him to get very near to the minds and hearts of children, and to labor there most effectually, should he not be encouraged to do so?

We do not argue against the strictest oversight of schools by the Committee. This is essential for the protection of the interests of all concerned. Nor should the selection of text-books be left to the teachers. Here, again, the community require constant protection lest books be made too numerous and expensive, or the views of political parties or religious sects be surreptitiously introduced. But we believe that a modification of the tests of scholarship, and of the success of teachers, might be made with happy results.

The private school, as distinguished from the public school, seems, at first thought, to offer a freer opportunity for the teacher to adapt his instructions to the greatest diversity of capacities and of character. But in this, as in other respects, the instructor of a private school is seriously limited and constrained by his pecuniary dependence upon his patrons. The public schools enjoy a positive advantage in the superintendence of a school committee, whose impartial supervision is more favorable to the progress of pupils than the direct interference of parents. But if the excellences of the two systems could be joined would it not be a great gain?

Education begins at home, with the early instructions, the admonitions, and the constant example of parents and the family circle; but it is not possible, as things are, that it should be continued or end there. To specially prepare the child for usefulness in active life becomes the duty of the teacher, and thus the School comes in between the Home and the World, to form a practical connection between the two. The teacher assumes for a time the place of parent, and ventures upon the delicate and responsible task of moulding the young mind and heart to some definite purpose in the world. The teacher needs therefore the parental spirit, and requires also that freedom to deal with each pupil according to his peculiar needs and abilities, which every wise parent understands. The teacher is the central point of the school; the most important thing in it. Whatever he or she is, that the school is; and to know the character of a school, intellectually and morally, it is hardly necessary to know more than the character and qualifications of its teacher. Rules and regulations of committees, lists of text-books, and the supervision of official visitors, are of inferior concern, only matters of convenience, subservient to the main purpose. The teacher is everything.

For this reason it is of the utmost importance that our teachers be selected with great care, from persons who have specially fitted them-

selves, by thought and study, and the training of the temper, and who possess that invaluable tact for instruction, and that magnetic power of control, which are more easily recognized than described. And having found such, it seems to us that it would be wise to allow them a wide scope in regard to the details of their duty. The mere routine, the lifeless forms of the school, are of comparatively little value. It is the spirit and enthusiasm which a teacher partakes of, and communicates to others, which is of the greatest worth; the intelligent mind and sympathetic soul operating upon susceptible natures. And such influences are exerted only in close personal relations, upon individual scholars, with respect to distinctive capacities.

The most successful teachers we believe to be those who most readily distinguish the peculiarities of their several scholars, and who adapt their instructions by varied methods to the greatest diversities of character. This adaptability of mind, when united with a patient and kindly spirit, secures the teacher against even the suspicion of partiality.

It has been charged as an evil of the public school system that it tends to help the bright scholars and destroy the dull. It is not necessarily so, but this is doubtless a danger which needs always to be watched. The scholar of ordinary, or even inferior, capacity, has a right to the best care and attention which can be bestowed upon him, and every teacher who rightly appreciates his high duties will refuse to sacrifice those who need particular care to the too tempting ambition of producing a brilliant class. And in urging, as we now do, more individualism and less rigidity of method, less dealing with classes by wholesale, we seek to render this evil of less frequent occurrence.

Indeed, we regard it as hardly less than criminal for a teacher to bestow special labor upon the brightest and most promising youth, to the neglect of the less gifted but equally deserving. It is pleasing to see teachers so wise, generous, and discriminating as to provide something for the need of every pupil, even for those who can receive the least. The display of a brilliant first class on exhibition day should not be the chief ambition of an instructor. This practice is like that of a gardener who bestows his chief care upon a few of the finest fruits on a favorite tree, plucking off the inferior specimens, that a handful of very choice instances may be presented at the annual show for a prize or gratuity. Poor, withered, rejected ones that lie upon the ground! The worms get those!

What we desire is that competent teachers should be encouraged to

teach in their own way—not too much confined to prescribed books, with quantities of study regularly measured out by legal standards,—but orally, by conversation, by general reading, by observation of natural things, or by illustrations from the every-day life of the practical world. The great end is to open the doors of the mind and let in the light. Let this be done in the way most natural to the teacher. They cannot be forced open with artificial appliances. We must find the key.

For the Grammar School Committee.

GILBERT L. STREETER, Chairman.

NUMBER of PUPILS, &c. in GRAMMAR SCHOOLS.

SCHOOLS.

	Dec'r, 1859.		June, 1860.		Nov'r, 1860		Average Number during the year.		Average Attend.	Num-ber of Teach-ers.	Average No. of Pupils to Teacher.	No. in first class at close of year.	No. trans-ferred to Clas. & H. School.
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls					
BENTLEY.....	166	166	161	161	151	151	159	159	145	4	40	19	13
BROWNE.....	86	81	76	81	57	77	73	80	149	4	38	9	6
FELPS.....	46	35	42	37	43	32	44	35	78	2	40	6	5
HACKER.....	110	110	101	101	89	89	100	100	100	3	33	14	10
HIGGINSON...	162	162	160	160	143	143	155	155	143	4	39	13	9
PHILLIPS.....	270	270	214	214	171	171	218	218	206	6	36	20	13
PICKERING...	79	86	72	80	73	87	75	84	149	4	40	16	14
	591	530	505	519	433	490	510	513	970	27	38	97	70

INTERMEDIATE AND PRIMARY SCHOOLS.

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INTERMEDIATE.

ABORN STREET—For Boys and Girls. *Teachers*—Sarah E. Richardson, Principal ; Sarah S. Saunders, Assistant. *Committee*—Joseph A. Dalton.

BENTLEY—For Girls. *Teachers*—S. Augusta Brown, Principal ; Eliza G. Cogswell, First Assistant ; Sarah E. Honeycomb, Assistant. *Committee*—Henry J. Cross.

BROAD STREET—For Boys and Girls. *Teachers*—Caroline Stevens, Principal ; Matilda Roberts, First Assistant ; Ellen M. Connor and Sarah E. Babbidge, Assistants. *Committee*—William P. Goodhue.

BROWNE—For Boys and Girls. *Teachers*—Caroline Weeks, Principal ; Nancy Osborne, First Assistant ; Augusta Arrington and Harriet M. Tyler, Assistants. *Committee*—Aaron Goldthwait, jr.

NORTH STREET—For Boys and Girls. *Teachers*—Maria Cushing, Principal ; Elizabeth C. Russell, First Assistant ; Lucy A. Smith and Caroline Symonds, Assistants. *Committee*—J. Shove Symonds.

PHILLIPS—For Boys. *Teachers*—Celia E. Goodspeed, Principal ; Caroline P. Dalton, First Assistant ; Sarah F. Cutts, Assistant. *Committee*—George Upton.

PRIMARY.

BRIDGE STREET—For Boys and Girls. *Teachers*—Sarah E. Francis, Principal ; Eliza S. Symonds, Assistant. *Committee*—William B. Brown.

FOWLER STREET—For Boys and Girls. *Teachers*—Frances E. Very, Principal ; Sarah E. Frye, Assistant. *Committee*—Daniel Potter.

MASON STREET—For Boys and Girls. *Teachers*—Lydia L. A. Very, Principal ; Susan S. Lord, Assistant. *Committee*—Joseph A. Dalton.

WILLIAMS STREET—For Boys and Girls. *Teachers*—R. Annie Harris, Principal ; Margaret E. Webb, Assistant. *Committee*—William B. Brown.

SPECIAL REPORT.

The Third Visiting Committee, having had oversight of the Intermediate and Primary Schools during the past year, respectfully present their Annual Report.

The general condition of these schools was discussed at some length, and such improvements as seemed desirable were freely suggested, in the Report of last year. The present Committee, being composed for the most part of the same individuals as its predecessor, could hardly be expected to offer any new views, especially as further observation has only served to confirm the opinions formerly expressed. It is therefore proposed, in this paper, merely to speak on a few points, which, from their more immediate importance, seem to deserve particular notice.

By comparing the list of teachers with that of last year it will be seen that there have been more than the usual number of changes. To fill the vacancies that have occurred, the Committee have been somewhat perplexed, in selecting from the numerous applicants those who gave the greatest promise of excellence. The "personal examination" required by the law, for the purpose of ascertaining the "literary qualifications" of candidates and their "capacity for the government of schools," has been, in this city, for many years at least, usually very slight. As respects literary qualifications, when the place to be filled is in a Primary School, a diploma from a Normal School, or from a good High School, may be considered sufficient evidence on this point. In the absence of such proofs a well written letter of application and correct language in conversation may well replace them. It may even be doubted whether ambitious intellectual aspirations and fastidious literary tastes may not, in some cases and to some extent, disqualify their possessor for the care of a Primary School, by inducing disgust for the mental drudgery of her duties and an indisposition to adapt her mode of teaching to the humble capacity of her pupils. Not but that the Primary-School teacher should be *well educated*, but the moral and practical elements of her character should predominate over the esthetic and ideal. With regard to capacity for government, experience has shown that such examinations are fallacious in their conclusions. One may easily give satisfactory replies to questions relating to school government, and yet fail utterly upon the first attempt to reduce her ideas to practice, while another, who has formed no special theory upon

the subject, will succeed at once, without apparent effort or difficulty, by the exercise of that instinctive tact for the absence of which no degree of culture can compensate. When the candidate has had previous experience, the testimony of competent and reliable persons as to her success, especially if given in reply to direct inquiry, may be of great assistance. But when the case is that of a novice, although evident faults may warrant a decisive rejection, yet nothing but actual trial can establish reasonable confidence in her ability.

Although the State Normal Schools have rendered excellent service to the cause of public education in our city, the Primary Schools have not received their full share of the benefit. Promising Normal graduates are unwilling to accept service in Primary Schools if they can obtain situations elsewhere, and for two good reasons, namely, the salaries are usually smaller and the work is less attractive. The experience of your Committee would seem to indicate that the attention and studies of Normal-School students might, with advantage, be directed more particularly to the practical duties of their profession and the realities of the teacher's lot, and their theories of teaching and school government based upon a more accurate knowledge of human nature—*childish* human nature—than they now seem to be. Graduates of these schools seem, in some instances, totally unprepared for the trials which inevitably await their first essay in their chosen calling. It should be stated, however, that this defect is one, of which those who control these institutions are conscious, and which will probably be remedied whenever circumstances will permit. And the Committee would here gratefully acknowledge their obligations to the instructors of the Salem Normal School for valuable information and advice, most kindly and unobtrusively rendered, with respect to the selection of teachers.

The recent increase of salaries, although the benefit may not be immediately apparent, cannot fail to raise the character of our Primary Schools, by enabling the Committee to command the services of more able teachers in filling vacancies, and also by inciting those who remain to a more cheerful and zealous performance of their duties, and stimulating their sense of responsibility. But the compensation is still insufficient to secure in every case such talent as it would be desirable and profitable to employ.

There seems some reason to fear that modern educators, in discarding the empirical methods by which Arithmetic was formerly taught in our

common schools, may approach the opposite and more dangerous extreme of making theory the *end* of teaching, instead of considering it as the basis of a useful art. It is now held as a maxim, in this branch of instruction in our schools, that the pupil must understand and be able to state the reason for every step in each of the manifold operations of which this art consists. If mathematical talent were a gift common to all, and if all were so fortunately circumstanced as to be able to devote the requisite time and labor to the mastery of both theory and practice in Arithmetic, nothing could be more judicious than this method. But there are very many persons, who, although otherwise intelligent, are mentally so constituted as to seem utterly incapable of comprehending the principles of mathematics, but who can still acquire without difficulty and apply correctly so much skill in calculation by the ordinary rules as will suffice in the common affairs of life and business. Should children of this class be debarred from advancement because of this idiosyncrasy, as is often the case? Or should those whose educational advantages are limited, (which is the case with a very large proportion of those who fill our public schools,) be obliged to waste their precious time in gaining an imperfect knowledge of abstract principles to the practical application of which they can never attain? Must theory invariably precede practice? We do not insist that the child shall understand the rules of Grammar before learning to speak. Nor do we "preface the art of walking by a course of lessons on the bones, muscles, and nerves of the legs." Might not something of the old, practical method be revived with advantage? In the earlier part of their course, pupils might acquire a considerable degree of skill in both mental and written operations in numbers, with a fair understanding of their proper application, while a more scientific treatment of the subject might be reserved for a more advanced period, when greater maturity of mind would render such instruction more efficient and useful.

Especially in our lower schools is the absurdity manifest of compelling young children to solve mentally questions in arithmetic by a long and complicated process, and at the same time to demonstrate the correctness of the operation orally by a minute and precise formula, the true import of which they understand no more, in nine cases of ten, than a parrot knows the meaning of the phrase it repeats. The teachers are not to be blamed for this want of comprehension, but the fallacy lies in expecting too much from the reasoning powers and mathematical insight of children at this early age. The importance of time and

growth as elements in education are too little considered. To *develop* the faculties is not the office of the teacher. *Development* is, in its primary sense, an *unfolding*. It is the work of nature and the result of growth. He who would seek to develop prematurely and artificially the powers of a child errs more grossly than he who would hasten the development of a plant by rudely unrolling its delicate petals, or by tearing off the scales that protect its tender leaf-buds. It is well said by Herbert Spencer "that there is a certain sequence in which the faculties *spontaneously* develop, and a certain kind of knowledge which each requires during its development, and that it is for us to *ascertain this sequence* and supply this knowledge."

As a remedy for the particular defect complained of, it is recommended that the requirements in intellectual arithmetic be reduced, and that practice in the simpler operations of written arithmetic be substituted; with such other modifications of the present studies as may be expedient in consequence of the change.

It is often urged that physical training should form a part of education in every public school. This would seem to be one of the many prevalent fallacies respecting the proper function of public schools. So far as the duties of local committees are concerned, the law of the commonwealth, by authority of which these schools are established and maintained, may be considered the safest guide. The legitimate rights and duties of the school-committee, especially as regards the course of instruction to be pursued, are quite unequivocally set forth in the statute; and it would seem that any powers, not expressly or impliedly granted therein, may not lawfully be assumed. But while the development of the physical powers appears to be no part of the legal province of the common school, it is a manifest duty of those who control public instruction to guard by every possible precaution against injury to the physical well-being of those instructed, and to see that they suffer not from want of pure air, a proper temperature, sufficient exercise, or suitable furniture and other appurtenances to the school-room. In some of our schools the want of proper ventilation is a serious evil, owing in part to the ignorance or thoughtlessness of teachers, and partly to the insufficient size and faulty construction of the school-rooms, and to the want of the requisite appliances.

Health and comfort would be greatly promoted and instruction facilitated if every scholar were provided with a desk as well as a chair.

It is the custom in most of our Intermediate schools to assign lessons

to the older pupils to be learned at home. As this has grown out of the supposed necessity of reaching a certain required standard of attainments in a limited time, the teachers certainly should not be censured for the performance of what they believe to be their duty. But when we consider the tender age of most of these children, the number of hours they are confined to the school-room, and the fact that during a portion of the year these extra tasks can not be performed by daylight, the conclusion is inevitable that the practice is one which should not be encouraged, and it may perhaps be expedient to prohibit it in these schools by a special rule. In making this suggestion your committee would not be understood as passing an opinion upon the much-vexed question of "study out of school" where older pupils are concerned. In the race of life, the sharp competitions, the struggles, which are necessary not only for eminent success but for a comfortable subsistence, man needs the fullest possible aggregate of power; and if the requisite mental ability can be purchased only by the sacrifice of some degree of bodily health or force, then the question is practically resolved into this :—*Is such advantage worth the cost ?*

Additional accommodations are now needed in the sixth ward in consequence of the increase of population in that section, and the destruction by fire of the Mason-Street school-house. The building now occupied by the Broad-street Intermediate School would be rendered much more commodious by such a modification of its interior structure as would equalize the size of the rooms and provide more convenient means of access. When the new Bentley school-house is completed the Bentley Intermediate School will be so handsomely provided for as to make some amends for the miserable accommodations which have so long injuriously affected its welfare. The want of proper provision for the health and comfort of the Phillips Intermediate School, which formed a subject of complaint in the last Report, is not yet remedied; and to this subject the attention of the Board is again respectfully invited.

The public examinations of the several Intermediate and Primary schools were all held on the same day, at the respective school-rooms. Although retaining the name of "examinations," the exercises upon these occasions are for the most part only *exhibitions*, at which various pleasing exercises, devised by the teachers, serve to interest parents and other friends, and to connect agreeable associations with the schools. And provided there be no deception or excessive display at these

anniversaries, there seems to be no reason to complain of the course pursued. Experience has shown that a strict public examination seldom fails to produce unsatisfactory results, however good the condition of the school may be ; for the examiners will be very apt to conduct the exercise with reference to some arbitrary standard, or for the solution of some special doubts, existing in their own minds. Thus the result may be, so far as the public are concerned, a very incorrect impression of the character of the school. Added to this, so many circumstances connected with these gatherings are likely to excite, embarrass, weary, and distract the attention of pupils, as to destroy that self-possession and coolness which are so essential to the proper exercise of the mental powers. Your Committee have by no means relied upon the impressions received at these public displays for their knowledge of the condition of the schools, but have, by frequent visits and informal examinations, endeavored to gain such knowledge as would warrant the expression of a confident opinion. As the general result of these investigations it may be stated in brief that these schools are in the main in a prosperous condition, that they are successfully accomplishing their proper work, and that there has been on the whole a marked improvement during the year ; and their teachers are generally commended to the favor of the Board and to the confidence and support of the community.

For the Third Visiting Committee.

HENRY J. CROSS, Chairman.

The following TABLE exhibits the number of Pupils of either sex, in the several INTERMEDIATE and PRIMARY Schools, at the beginning, middle, and close of the school year, with the average during the year, and the average attendance; also, the number of pupils transferred to Grammar Schools in the course of the year.

SCHOOLS.

NUMBER OF PUPILS.

	Dec'r, 1859.			June, 1860.			Nov'r, 1860.			Average Number during the year.	Average age.	Transferred to Grammar Schools.				
	Boys	Girls	Total.	Boys	Girls	Total.	Boys	Girls	Total.							
INTERMEDIATE.																
ABORN STREET.....	41	47	88	49	62	111	47	49	96	45	53	98	86	5	5	10
BENTLEY.....	109	109	218	132	132	264	146	146	292	129	129	258	107	21	42	42
BROAD STREET.....	104	69	173	113	81	194	99	97	196	105	83	188	165	23	23	44
BROWNE.....	132	90	222	173	97	270	124	103	227	143	97	240	230	17	15	32
NORTH STREET.....	90	96	186	97	108	205	95	112	207	94	105	199	161	27	19	46
PILLIPS.....	181		181	200		200	128		128	170		170	161	18		18
PRIMARY.																
BRIDGE STREET.....	44	23	67	54	37	91	46	26	72	48	29	77	56			
FOWLER STREET.....	64	30	94	64	37	101	66	36	102	65	34	99	85			
MASON STREET.....	33	30	63	51	35	89	58	35	93	48	34	82	67			
WILLIAMS STREET.....	41	30	71	42	30	72	46	26	72	43	29	72	57			
	730	524	1254	846	619	1465	709	630	1339	761	593	1354	1175	88	104	192

THE BENTLEY SCHOOL HOUSE.



The Committee appointed to confer with the Committee on Public Instruction, of the City Council, with reference to better accommodations for the Bentley Schools, &c., respectfully report:

That they have attended numerous meetings of conference with that Committee, which, after many difficulties and differences, resulted in the adoption by the City Council of a plan, recommended by its Committee, for the erection of a new school house for the Bentley Schools.

The powers of this Committee were simply advisory, and we have therefore no doings of our own to report, but, for the information of the Board, will state, in brief and general terms, the action of the City Council on this matter.

The City Council having approved of a plan of building, proposed by the Committee on Public Instruction, and having enlarged the old lot of land by purchase of an adjoining estate on the east, appropriated the sum of eighteen thousand five hundred (\$18,500 dollars) for the erection of an edifice. Contracts were subsequently made with competent parties to perform the work at a cost less than the appropriation.

The school house thus provided for is already so far advanced that it will be finished and ready for occupancy during the coming summer.

It is a large and substantial building, 65x68 feet, of brick, two stories in height, with a French roof, Dormer windows, and a bell tower; the whole constructed of good materials. The general style of the building is pleasing, without being showy. The internal arrangements will, we think, serve the convenience and secure the comfort of the members of the schools. The building will be commodious, the spaces liberal, the rooms airy, well lighted, well heated, well ventilated.

The plan provides for eight school rooms—four on each floor—of nearly equal size, and averaging 26x31 feet in dimensions, on the floor, and about 15 feet in height. Each room is designed to seat fifty pupils,

or two classes with their teacher. The entries, nearly 12 feet in width, and stairs at each end of the entry, 4 and 5 feet wide respectively, will be ample for safety in case of fire or sudden alarm. Four dress rooms are provided at convenient points near each stairway. The building will be heated by four furnaces, and each room will be properly ventilated.

A large attic, unfinished, lighted by the Dormer windows, will afford play-room in bad weather. The basement, well lighted and aired, will be available for the same purpose. The play ground around the house, will be of liberal dimensions, and will be suitably graded and thoroughly drained.

The chief feature of interest in this building will be the plan of a separate room for each teacher, which, we trust, will prove advantageous. It will tend to reduce the labor of governing the school, and will avoid the disturbance which is inevitable when classes file out of a main hall into ante-rooms for recitations. It will serve also to exhibit more distinctly the work of each teacher, as each one will have sole oversight of the deportment as well as instruction of her pupils.

Your Committee believe that when this school house is completed, and delivered by the city authorities into the hands of this Board, to be dedicated to the purposes of public education, it will be found well adapted to its important uses. It is designed with much care to secure the safety, comfort, and convenience of its occupants. Its accommodations will be found ample, not only for the requirements of the present time, but for the growth of many years to come. Though the cost of the building will be large—as a sufficient building for so many scholars must be, of necessity—it is planned upon principles of economy, with reference to the greatest permanent usefulness, and with little unnecessary display. The public will have no reason to regret the wise liberality of the City Government in providing a pleasant and commodious school house for the use of the large district which this one is designed to accommodate.

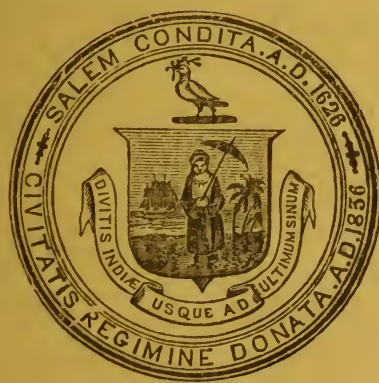
For the Committee.

GILBERT L. STREETER, Chairman.

Salem, Jan. 26, 1851.

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Sa3
1860/61

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
City of Salem.



JANUARY....1862.

SALEM:
PRINTED AT THE OBSERVER OFFICE
1862.

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379.744
Sa 3
1860/61

BOARD OF SCHOOL COMMITTEE.

1861.

STEPHEN P. WEBB, (Mayor,) Chairman.

STEPHEN G. WHEATLAND, (President of Common Council,)
Vice Chairman.

FIRST VISITING COMMITTEE.

EDMUND B. WILLSON, WILLIAM R. PICKMAN,
ROBERT S. RANTOUL.

SECOND VISITING COMMITTEE.

GILBERT L. STREETER, GEORGE F. READ,
JOSEPH CHISHOLM, RIPLEY ROPES,
JACOB PERLEY, FRANKLIN T. SANBORN.
JOHN H. STONE,

THIRD VISITING COMMITTEE.

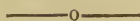
HENRY J. CROSS, AARON GOLDTHWAIT, JR.,
WILLIAM B. BROWN, WILLIAM P. GOODHUE,
JOSEPH A. DALTON, HENRY F. SKERRY.
JAMES EMERTON, J. SHOVE SYMONDS.

EXECUTIVE COMMITTEE.

Messrs. WEBB, WHEATLAND, WILLSON, STREETER, CROSS.

JOSEPH CLOUTMAN, CLERK.

REPORT OF THE SCHOOL COMMITTEE.



CITY OF SALEM, Jan'y 20, 1862.

In Board of School Committee:

The SCHOOL COMMITTEE submit the accompanying Reports of the sub-committees of the Board, adopting the same as their Report for the year which is about to close.

For the Committee.

STEPHEN P. WEBB, Chairman.

REPORT OF THE EXECUTIVE COMMITTEE.

—o—

The Executive Committee submit the following statement of the Appropriations and Expenditures of the year, as shown by the books of the City Auditor.

The Appropriations granted by the City Council for the support of Schools, and the Receipts of the year, are as follows :

Appropriation for Salaries of Teachers,	-	-	-	\$21,500 00
“ “ General Expenses,-	-	-	-	5,500 00
Specific Appropriations,	-	-	-	185 57
				<hr/>
				\$27,185 57
Received from over draft refunded,			9 75	
“ “ G. L. Streeter, School Books,			14 70	
“ “ Miss Richardson, “ “			1 20	
“ “ State Treasurer, School Fund,			718 38	
“ “ Income of Brown Fund,			200 00	
			<hr/>	944 03
				<hr/>
				\$28,129 60
				<hr/>

There has been expended for Salaries of Teachers, as follows :

Classical and High School.

Principal, \$1600 ; Usher, \$1000 ;

Assistants, \$400, 350, 350, - - - - \$3,635 39

Grammar Schools.

	Princ.—pr an.	Each Assistant.	
Bentley,	\$500	\$250	\$1275 00
Browne,	1000	“	1749 99
Epes,	1000	“	1250 00
Hacker,	1000	“	1500 00
Higginson,	500	“	1275 00
Phillips,	1000	“	2350 00
Pickering,	1000	“	1750 00
			<hr/>
			11,149 99

Amount carried forward,

14,785 38

Amount brought forward

\$14,735 38

Intermediates and Primaries.

Intermediates,—Principals, \$275 per annum ;

Assistants, 225—200.

Primaries,—Principals, 250 ; Assistants, 200.

Aborn Street	Intermediate,	\$475 00
Bentley	do.	700 00
Bridge Street	Primary,	450 00
Broad Street	Intermediate,	900 00
Browne	do.	900 00
Fowler Street	Primary,	450 00
Mason Street	do.	250 00
North Street	Intermediate,	900 00
Phillips	do.	700 00
Williams St.	Primary.	450 00

\$6,175 00

Total Amount paid for Salaries,

\$20,960 38

Amount paid for

Repairs, - - - - -	881 84
Care of Houses, - - - - -	979 92
Books, - - - - -	480 49
Stationery, - - - - -	77 05
Printing, - - - - -	136 00
Rents, - - - - -	525 70
Fuel, - - - - -	1,926 06
Messenger, - - - - -	200 00
Stoves and Repairs, - - - - -	282 20
Teaming, - - - - -	116 37
Incidentals, - - - - -	383 48

\$5,989 11

Total Expenditures, - - - - - \$26,949 49

Unexpended Balance, - - - - - 1,180 11

\$28,129 60

Respectfully submitted,

STEPHEN P. WEBB, CHAIRMAN.

REPORT OF THE CLASSICAL & HIGH SCHOOL.

—o—

Principal, WILLIAM J. ROLFE, A. M.

Sub-Principal, WILLIAM C. ESTY, A. B.

Assistants.

MISS CAROLINE LORD, MISS MARY A. BATCHELDER,

MISS LOUISA P. OLIVER.

The First Visiting Committee respectfully offer their Annual Report.

At the end of the last School Year, November, 1861, there were connected with the High School 130 pupils. Of these 5 composed an Advanced Class; 31 were Seniors; 27 were of the Middle and 67 of the Junior Class. During that year one had been dismissed for misconduct, and 29 honorably discharged at the request of parents. 31 received diplomas at the close of the last term, of whom 19 have returned, together with one graduate of a former year, to continue their connection with the School. 29 were admitted at the annual examinations this fall, which number increased by eight of the Juniors of last year who were found unable profitably to continue their connection with that class, makes the aggregate of the present Junior Class 37 pupils. The Seniors number 25 and the Middle Class 61. There are now in School 143 pupils.

There can be little difference of opinion as to what a High School ought to be. The Statutes of our Commonwealth have declared it. The writings of intelligent friends of Education have explained it. The very name indicates the High School to be the cap-stone of our common School system. Here shall "Wisdom and Knowledge as well as Virtue" be cherished "the interests of Literature and the Sciences" be encouraged and "the opportunities and advantages of Education" be offered with liberal and equal hand to rich and poor. To this School, moved by a common impulse, may come the one, assured that wealth cannot command superior advantages in the costliest private tuition, and the other feeling that his opportunities for advancement and self-culture, in this respect at least, are equal with the best. The place should be so pervaded by a respect for learning and her faithful ministers,—so filled with a conscious sense of the golden opportunities

it offers, that pupils shall feel it to be their own fault alone if they do not carry away with them both intelligence and real refinement of mind.

This is no visionary scheme originating with your Committee. Such public schools as they would make this are known to them to have been taught in Providence, Cambridge, and West Roxbury. The Oliver High School in Lawrence, lately in charge of our present Principal, is such. The Public Latin and English High Schools of Boston have been such. And if your Committee were at liberty to ask whether that is impossible in Salem which is so practicable elsewhere, they would at once be met with the response, that here too such opportunities had been heretofore enjoyed in Public Schools. Omitting to consider the question, whether such a degree of excellence is more easily attainable in a public or a private school, it is enough to say that your Committee were convinced that it could be attained in the Classical and High School at Salem, as at present constituted and without increased expenditure on the part of parents or of the city. Such a School as they had hoped to make it, if possible here, the people of Salem, already taxing themselves heartily but cheerfully for its support, have a right to demand. The School heretofore has not been notably bad. Far from it. Yet it was not such a School as the City was paying for. Moreover we could see no reason why Salem should rest satisfied with mediocrity in her High School, cost what it might to reform it. That she was not satisfied was sufficiently attested, if not by the diminished number of pupils at the School, certainly by the unusual and growing success of expensive private schools, in which the same branches, prescribed for the High School, were pursued. It will be a sad comment upon our common School system, if it shall ever be truly said that only those children attend Public Schools who cannot afford to go elsewhere. The class of parents who are able to give up the time of their children to a High School education, are, in the main, persons of means, and such as contribute largely, through taxation, to the support of Public Schools. When we find these same parents imposing upon themselves a double burden, by sending their children to expensive private schools, whether away from home or in town, may we not argue some grave fault in the Public Schools, which they are taxed to support? The City of Salem will not long be satisfied with such bad economy as this. She should never be content until those who seek the best instruction for their children, without regard to price, may find it in her Public Schools.

A High School of the very first grade, if possible at all in Salem, is possible only under three concurrent conditions. It must enjoy the

confidence and cordial co-operation of parents and of the community. It must be composed of pupils capable and willing to make it such. And it must be under the control of teachers entertaining this high ideal, and acquainted with those acts by which it is to be realized.

Your Committee found themselves at the beginning of the municipal year, with no choice of their own, placed in charge of the High School, organized and constituted as it then was, and made responsible for its vigorous administration during the year now just past. With its organization and structure, as then existing, they had had nothing to do. Upon the varied questions, heretofore much discussed, of the expediency of teaching the sexes together, or the Classical and English branches in one School, they had their several opinions; but the policy of the High School, as then for the present determined, they cheerfully accepted as theirs. Taking the school, just as they found it, into their charge, and aware that schools just so constituted were succeeding elsewhere, they applied themselves to a critical observation of its working. They were early satisfied that there was a want of system in the school, in regard to the courses of study and the prosecution of them; that the discipline was not steady and sure, nor easily sustained, nor such as to secure general respect from the scholars to their teachers; and that the standard of the school, both in respect to accuracy and thoroughness of learning, and the rate of industry and progress, was not so high as it was possible to attain, and reasonable to require.

It was deemed expedient for the best interests of the school to make changes in the two most prominent chairs of instruction. These changes were made in a very full meeting of the general board, at the last annual election of teachers. By these changes your Committee trust that the School will steadily advance, and at a less cost than formerly.

The place of Principal was filled by the election of Mr. William J. Rolfe, who comes to us with a high reputation for capacity, and has left behind him in Lawrence, as the best evidence of that capacity, a school which stands among the first in the State.

Your Committee had hoped to obtain as Chief Assistant in the School, either Miss Jane A. Gerrish of Newburyport, or Miss Mary A. Coburn of Philadelphia, formerly of Salem. Both of them were teachers of high standing in their profession. Circumstances over which your Committee had no control prevented their obtaining the service of either of these ladies.

It was the great good fortune of your Committee in this emergency to secure for one year, at a salary of \$750, a gentleman so admirably fitted for the vacant post of Sub-Principal as Mr. William C. Esty. A graduate of Amherst College, and a scholar of very rare attainments, we have secured in him a teacher whose enthusiastic devotion to his work, and the thoroughness and patience of whose labor have made his connection with the school wholly satisfactory.

There were connected with the school three assistants, the fourth, authorized by the rules, having been dispensed with by reason of the diminished number of pupils. These three ladies were recommended for re-election, because in some respects their work was just what we wished, and in others we believed that under the inspiration of the new atmosphere to be thrown about them, they would make it such. They were re-elected and we were enabled to open the school on the 16th of September.

Having placed the school, as we trust, in competent hands, our next care was to ascertain the material of which it was composed. With this object in view we dispensed with the annual Public Examination, so called, under authority from the General Board, and authorized a written examination of the school to be made by the teachers. An examination in which both questions and answers are in writing affords the best criterion of the kind known to your Committee or indeed to the Colleges of Massachusetts, and it is in general use in them. They subjected the school, in addition to this test, to their personal inspection, for three whole daily sessions, during which no scholar and no teacher knew what classes would be heard, or upon what part of the school work; and it is believed that no pupil passed unheard in some branch. An occasion which shall afford an opportunity for the public, or for interested friends, to visit the school, and learn something of the way of study and teaching pursued in it, is well, and may well be provided for as often as once a year. But an examination which shall disclose the condition of a school can only be conducted satisfactorily when there is no cumbersome general audience to be taken into account, and the examiners can choose their own time and method of ascertaining what they wish to know. The surest way of knowing the character of a school is by making casual and unexpected visits. This your Committee had habitually done, so far as they were able.

They felt sure, from all these avenues of information, that the tests applied on admission to the School had been too lax, and the subsequent classification to some extent defective. It was not wholly in their

power to repair the mischief already done, but to protect the School from the same injury hereafter seemed a duty. They found that the Rules of the Board required them to apply to candidates for admission a written and an oral examination. They found that no candidates were to be examined who were not thought reasonably qualified by their last teachers. Yet they found in the School pupils who had offered themselves when unable to obtain a teacher's endorsement of their fitness and had been admitted. Indeed so little stress had been laid on this requirement that Grammar School teachers had ceased to indicate, in the certificates they sent, their opinions of the fitness of candidates. And your Committee found that, last year, the rules of admission were so far relaxed, that not one pupil, out of the seventy who offered themselves, was rejected. They had traced the effects of this laxity upon the High School. Grammar School teachers have assured them that its depressing influence upon schools of the next grade was palpable. A powerful incentive to work was removed, when pupils, who had been told by Grammar School teachers that they were not doing well enough to entitle them to enter the High School, had repeatedly been admitted.

Under these circumstances your Committee felt bound to apply the test provided by the rules of the board, and abide the results. They have applied them fairly. The questions used in the written examinations were not more difficult than heretofore,—not more difficult than are used elsewhere. The marking was generous. Neither the name, face, sex, age, or school of the pupil, whose exercises were marked, was known to those marking them. Credit was given for an acquaintance with principles, even when results were inaccurate. Each exercise was designated by a number drawn at random by the candidate and affixed to all his papers. At the end the successful numbers were announced. No pupils were admitted who did not obtain an average of seventy per cent in Arithmetic and Grammar, on the first or a subsequent examination. After the two examinations provided for in the Rules, and lest the system pursued, though the best known, might have worked injustice in special cases, an opportunity for examination was offered to all those rejected, whose former teachers were willing to recommend them for further trial. But six appeared, and of these two were admitted. The questions and written answers in each case are preserved and may be examined at the school. Oral examination was resorted to where the written exercises left your Committee in doubt. If they have not erred in their laborious effort to rightly estimate the qualifications of candidates, and they think they have not, then their

action in the matter cannot but be sustained. There can be no worse economy than to fill an expensive school, which must by virtue of a statute of the Commonwealth be kept for instruction in certain prescribed branches more advanced than those taught in Grammar Schools, with pupils who have yet to learn the Grammar School branches and should be pursuing them in schools maintained at less cost where they are specially required to be taught. The result of the written examinations in three branches will be found in the Table on page 15th. It should be said of the Bentley School that some tuition has been lost through changes of location and the illness of a teacher.

In bringing to a close their year's connection with the High School, your Committee purposely refrain from expressing more definitely at this time the hopes they indulge of it as thus re-organized. Good schools rest upon a firmer basis than the opinions of committees or the reputation of teachers. The people of Salem look for solid practical results and will be satisfied with nothing less. Change must follow change until such results are accomplished. We may, however, be indulged in saying that, so far as results have been reached, they are satisfactory. Prominent among them is the return of an orderly and respectful tone which has long been missed in the school. They have not been attended so far as we know, by any sacrifice of the pleasant relations which should always bind teachers and pupils together. A larger proportion than usual of the graduating class has returned to the school since the new year began. At the same time the number of candidates who presented themselves for admission gives assurance that the opportunities which it affords are appreciated abroad.

They place their final reliance upon the hearty support of the community they have endeavored to serve. The work they have attempted, if well begun, must be rightly followed up by their successors. Already those advantages which they looked for from the scholarship, enthusiasm and tried ability of the teachers, are beginning to appear. Yet they see more to be done, before what has been already done can have its full effect. There are books now required to be used in the school which are, in the opinion of your Committee, unfit to be used there. There are others upon which great improvements have been made since they were introduced, and still others which we think should be exchanged, so far as it can be done without cost, for books which the new Principal has succeeded with before, and much prefers, upon familiar acquaintance with both.

Many of these proposed changes the Committee deem essential to success. New and better books are constantly produced. The law provides that when these books are substituted they shall be furnished at the cost of the city to every pupil who is obliged by the change to lay aside an old book then actually in use. It provides against ill-advised changes by requiring that two thirds of the sub-committee shall recommend, and three fourths of the whole board endorse such substitution before it can take effect. The requisite vote in our board is fifteen,—quite as large a number of members as often attend a meeting. The recommendations of books, although unanimously made and supported at times by a majority of the board, have not as yet been able to secure that degree of unanimity in the board which is necessary to effect their object. In these, as in all our recommendations, we have consulted an economy befitting the times. In most cases the books now in use are more costly than the proposed substitutes. In no case will the new book involve increased expense except to parents who have retained the books of elder children for the use of successors. If anticipated objections from these sources are to prevail we must use the same books forever. Your Committee have only asked that the new books might be authorised for the use of classes about commencing new branches of study,—of those children who must be furnished with books of some sort not before used by them. They desired that pupils already provided with the old and more expensive books might retain and use them. But they could not in good conscience advise parents to purchase an inferior book, when the better book was also the cheaper. They confidently expect that time and the efforts of their successors will effect the changes remaining to be made. They have only to regret that delay works great and irreparable present loss. They cannot but feel that necessary changes would be attended with less embarrassment and misconception if the parental supervision of children, so vigilant at home, found its way oftener within the school house doors. And they protest, both for themselves and in behalf of teachers whom they have assumed to recommend and invite hither, against being held responsible for the future of the school, if the united preference of teachers and committee in regard to means and internal method is to be disregarded.

EDMUND B. WILLSON,
ROBERT S. RANTOUL,
WM. RAWLINS PICKMAN.

SALEM, Dec. 16th, 1861.

		ARITHMETIC.										GRAMMAR.										GEOGRAPHY.												
SCHOOLS.	Number of Candidates.		No. Admitted.		Below .30.		.30 to .40.		.40 to .50		.50 to .60		.60 to .70		.70 to .80		.80 to .90		Below .30		.30 to .40		.40 to .50		.50 to .60		.60 to .70		.70 to .80		.80 to .90		.90 to .100	
BENTLEY.....	7	0	6	1							2	1	4							2	3	1	1									4	1	
BROWN.....	9	9				3	4	2						6		3				2			1	1				1	1	3	4	1		
EPES.....	5	2	2		1	1	1		2			1	2	1	1		1	1		1	1						1	1	1			1		
HACKER.....	6	3	3				2	1		3				1	1		2		1	1			1		1			2	1	1				
HIGGINSON.	4	4					3							2	2	2							1		1			1	1	1		1		
PHILLIPS.....	13	4	6	2		2		3		8				1	1	1	1	1	1	1		2	2				2	5	2			1		
PICKERING.	12	6	5	1			3	3		1	1	2	2	4	4	2	1	1	1	1		1	2	4		1		3	3					
Other Schools.	3	1	1		1		1				1		1	1	1													1	1					
Total.....	59	29	23	4	2	1	6	14	9	15	3	9	3	5	16	8	5	5	7	7	7	16	9	3										

GRAMMAR SCHOOLS.



BENTLEY. For Girls. *Teachers*, Mary J. Fitz, Principal; Anna Whitmore, Sub-Principal; Mary A. Colman and Margaret A. Dunn, Assistants, *Committee*, Gilbert L. Streeter.

BROWNE. For Boys and Girls. *Teachers*, Jacob F. Browne, Principal; Adeline Roberts, Ellen M. Peirce, and Elizabeth M. Peabody, Assistants. *Committee*, Ripley Ropes.

EPES. For Boys and Girls. *Teachers*, Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee*, Jacob Perley.

HACKER. For Boys. *Teachers*, Thomas H. Barnes, Principal; Sylvia C. Weston and Harriet N. Felton, Assistants. *Committee*, John H. Stone.

HIGGINSON. For Girls. *Teachers*, Mary L. Shepard, Principal; Elizabeth T. Dike, Sub-Principal; Sarah A. Lynde and P. E. Church, Assistants. *Committee*, Joseph Chisholm.

PHILLIPS. For Boys. *Teachers*, Silas Peabody, Principal; Caroline Roberts and Mary M. Nudd, Sub-Principals; Harriet E. Gray, Aroline B. Meek and Marian Power, Assistants. *Committee*, Franklin T. Sanborn.

PICKERING. For Boys and Girls. *Teachers*, Wm. P. Hayward, Principal; Sarah E. Cross, Mary A. Cross, and Mary J. Beckford, Assistants. *Committee*, George F. Read.

REPORT ON THE GRAMMAR SCHOOLS.

The Committee charged with the oversight of the Grammar Schools, respectfully conform to the requirements of the Board, by submitting an Annual Report.

This they do rather from a desire to meet the expectations of the Board than because there is anything of special importance to be said, for the information of the members, or other persons concerned. The general course of events during the past year has been unusually quiet and pleasant, and the attention of the committee, of teachers, and of pupils, has not often been turned aside, by disturbing influences, from the legitimate operations of school work. There are therefore no topics of conspicuous interest which require comment or discussion, and our report, if much extended, ~~must~~ necessarily be made up of those common place remarks upon schools, teachers, and education generally, which are so easily written, and so difficult to be read with interest. We feel disinclined to enter upon such an unprofitable task; not because we consider common-place essays on education to be wholly useless, for we do not. The world is made up of common-places; the most precious truths are the most familiar, and need the most frequent repetition; and our most valuable experiences are in connection with common affairs. But we have doubts whether it is worth while to repeat, at much length, old and annual advice, which there is little disposition to listen to, much less to heed.

The Chairman has not received reports from the Sub-Committees of the several Schools, and therefore only feels authorized to say, in general terms, that the public interests continue to be well cared for in this department. The teaching of the schools, is, for the most part effective, satisfactory, and improving; the discipline, in the main, kind and firm; and the moral conduct of the pupils, in general, is quite satisfactory.

One of the most responsible duties which the School Committee are required to perform is that of the *selection of teachers*. Perhaps it is the most important, for to secure a good teacher is to make certain a good school in all respects, while a poor teacher will usually bring a school into that condition when it can hardly be declared good in any

sense. And yet this duty is very often discharged hastily, carelessly, and with poor judgment.

It not seldom happens that vacancies occur unexpectedly, and must be filled at short notice, and this often seems to compel a choice after less inquiry as to candidates than is desirable. On other occasions, the urgency of friends of those who desire to teach, prevails with the Committee, without much regard to the merits of the applicants. Sometimes, the temptation to appoint *relatives* to lucrative positions, leads Committee-men to place persons in our schools who would never be chosen because of their eminent fitness. The Committee is often urged to appoint a particular applicant for the reason that she lives in Salem, or resides near the school house, or has attended the Normal School, or for some other equally insufficient consideration. Other things being satisfactory—qualifications and competency being ample—these incidents, of place of birth, or of residence, or of education, are not unimportant, and ought to have due weight.

We consider it of special value to a teacher to possess the advantages of education at the Normal School. The excellent instruction which is there imparted, the judicious advice given, and the timely hints thrown out, render attendance at that seminary of almost inestimable service *to those who are capable of becoming teachers*. We say capable of becoming teachers, because there is not one of ten of those who assume to be teachers who are or ever will be real teachers, real benefactors of the young. And it should be understood that mere attendance at a Normal School does not entitle a person to employment as a teacher, and will not secure it, unless there are also evidences of aptitude in the art of teaching, of a desire to be useful, of sympathetic feelings towards children, and of some degree of intellectual vivacity. We have often heard it urged as an objection against the appointment of certain teachers, that they resided out of town. It is said that *our own* daughters should have the preference. And this is true. Indeed *they do have the preference*, when they can show that they are as well qualified as any. Most of the appointments of teachers are made from families of our own citizens. This subject is often alluded to as though most of our appointments were made from other places. This is a mistake. A large majority of our teachers are natives of Salem. Applicants who come from other towns, are not allowed to take precedence, unless they possess greater merits, or the evidences warrant at least the presumption of such superiority. We presume that the public would not expect the Committee, in choosing between several applicants, to select one of inferior capacity, upon

the simple ground that her parents live in Salem. This would be folly indeed.

The only reasonable rule for school committees, in selecting teachers, is, to take the best that offer. This is the view which prevails in inviting all other descriptions of professional service. No religious society thinks to inquire into the nativity of the candidate for its pulpit. We do not prefer our physician because he is a native of the town, but because we believe him to be the most skillful practitioner. We select as our lawyer the one who is likely to succeed best in the case, without enquiries about his family, or whether he has one. And the same rule, applied to the selection of school teachers, leads us to select those who promise to be the most useful as instructors and guides of youth, giving preference to our own only when they deserve it.

The Grammar School Committee have not had occasion to select a new teacher during the year just past, except in a single instance. Miss E. M. Peabody of Salem, was, in September, appointed in the Browne School, as successor to Miss Sampson, resigned, and her services thus far have been very satisfactory. In July, when, by limitation, the terms of all our teachers expire, and the Committee are left free to renew the contract for another year, or to look for others as their successors, the Committee recommended to the Board the re-election of the teachers then in service. This was not done because we were wholly satisfied with all the teachers. Indeed, there is no doubt that some changes might then have been made with advantage, if the right persons had offered as substitutes. But this is true at all times, and was perhaps less true the last year than in previous years. For we do believe that within a few years past there has been an improvement in the standard of instruction in our Schools. There is room for much further improvement in this respect to be sure, and this is the reason why we urge the great importance of selecting only the best teachers, when wholly new appointments are to be made.

Half-good, indifferent teachers, when once rooted in a school, are displaced with great difficulty. A man of kind feelings dislikes to advise the removal of a lady from an avocation which is perhaps her means of subsistence, except in the last extremity, and even to confirm such recommendation, when made by others, is always one of the most disagreeable of duties. And then it often happens, that the intercession of personal friends and family relatives, and the remonstrances of the outside public, who know nothing about the case, render such removals almost impossible, however much needed. And finally, as a difficulty

in the way of superceding poor teachers, there always arises the hope,—the “forlorn hope,” shall we say?—*that they will improve*. So they continue in office, year after year, and the schools suffer. The only remedy for this evil is *prevention*—more care in the selection of new teachers.

There is nothing else so important as this. The rules of the School Committee, the prescribed text-books, the examinations, the classification, and so forth, are of inferior interest. The teacher is all. He makes the school what it is, according to his wisdom or folly. This point was treated at some length in our report of last year, in an endeavor to show that what our schools need more than anything else is, *greater freedom and scope in instruction*, more *individuality and character in our public teachers*, and, as a necessity, less of rule and regulation. More of the spirit of life, and less of the square, the line, and the plummet. We presume that our remarks were read by few, and perhaps, will be heeded by none, but they express the results of our own experience, and, as we believe, that of many other persons.

The attendance of pupils at the Grammar Schools during the last year has been quite as large as previously, and at the time of writing the schools exhibit a gratifying increase.

Of those graduates of the Grammar Schools who sought admission to the High School, at the recent examination, a larger number than usual having failed of success, a nearly corresponding large number have been thrown back upon these schools for instruction during another year. We would suggest whether, in consideration of this fact, it might not be practicable and expedient to enable the Principals of the Grammar Schools to give some further instruction than is now contemplated, in the English branches, to the more advanced pupils. If a permanent and considerable advance should be made in the standard of admission to the High School, it would seem to be essential that more complete and thorough instruction should be provided in the Grammar Schools, both to fit properly the few who under such circumstances could hope to enter that school, and to help to the utmost those who seek no further promotion. Could this be accomplished, it would, we think, be in every respect of decided advantage. A large part of the children who pass through all the classes of the Grammar Schools do not apply for admission to the High School. They complete what education they receive while in this division, while a majority of those who enter these schools do not remain to finish the course. The inclinations of some

parents, and the necessities of many, constrain them to deprive their children of the advantages to be derived from attendance at the High School. All such should of course be offered the best possible opportunities for thorough instruction in the common school branches.

We think the observation and experience of the Committee will confirm our impression that most of those who graduate at our Grammar Schools leave too soon. They should remain another year, at least, for more exhausting reviews and more serious drilling in the studies which they pursue in the first class. The benefits of this would be particularly noticed in the branches of Arithmetic, Grammar, History of the United States, and the various forms of composition and of written work which they would pursue in that case. Many pupils now leave these schools at the very time when, having completed a general view of the branches they have pursued, and obtained some insight into the principles brought to their attention, it is obvious that a few more months or another year, of study, is necessary to confirm their knowledge, so that they may be thoroughly grounded in the common branches.

Pupils at present graduate at too early an age for their own benefit. Those who have visited the Boston Grammar Schools must have noticed that the members of the first classes are older than the pupils in corresponding classes in our own schools, and consequently are more thoroughly versed in the usual English studies. The course of instruction is similar, the branches the same, and the text-books differ but little, but, as a result of a year or two more of instruction, they are more thorough in their recitations. This is what we need here. It is true that the much larger number of pupils seeking education in Boston, increases the number of those who are enabled to devote more years to school-life. Here, parents are accustomed, partly by the force of example, and partly by real or fancied necessity, to withdraw their children from school at an early age, that they may enter business life, or upon duties in the family, or seek admission to the High School. This is a matter which the Committee cannot control. We cannot at will increase the average age of members of the senior classes, nor would parents suffer such a result to be brought about by detention of the pupils in the lower classes, such is their desire to press forward their children with the utmost rapidity. But could the present favorable opportunity be turned to account, by presenting some superior results in the highest classes of the Grammar Schools, it is possible that parents might be induced to grant their children in future a little more time in these schools. This would be

great gain. The pupils themselves would largely profit by it, and the interests of all our schools would be essentially promoted.

We think that if more attention could be given to the study of Arithmetic, especially to the common forms of accounts and of simple Book-keeping, and to exercises of various kinds in composition, the pupils and their parents would be greatly pleased, and would feel amply compensated for the additional months of study which might be requisite. There are no exercises more improving in school than the writing of Compositions, and written work in Arithmetic, Grammar, History, and Geography. But as things are, the teachers are compelled to grant less time than they desire to for such exercises. We feel confident that if parents could once witness such superior results as we have known in Grammar schools, where a year or two more is given to study, they would be induced to keep their children longer in school, knowing that they would then be better fitted for subsequent usefulness in life.

It is important to attain a high standard of instruction in the High School, but this must necessarily correspond with what can be accomplished in the Grammar Schools. For we hold that *the test of admission to the High School should never be made so severe, but that any child, of average capacity, can, by diligent application to his studies in the Grammar School, fit himself to pass a satisfactory examination.* It is true that it is not the chief end of the Grammar Schools to fit candidates for the High School, but rather to give the best possible instruction to the many who will never go beyond the common English Studies of this division. But the High School, being a part of our general system, ought to be so graded as to connect easily with the Grammar Schools. Therefore, the higher the grade of the first classes in the Grammar Schools, the more can be required for admission to the High School. But it is not probable that under the present system, much more can be done than now in the way of preparation, unless more time can be devoted to this purpose. The scholars must ripen by age.

The Committee, during the past year, have been called upon less frequently than before, to mediate between parents and teachers in regard to difficulties with their children. This would seem to indicate care and prudence on the part of teachers, in their methods of discipline, and perhaps charity and forbearance on the part of parents. Difficulties must occur in school, and when the Committee are enabled to adjust matters pleasantly to all parties, it is one of their most satisfactory

duties. When, however, they have to deal with prejudiced and fault-finding parents, and with teachers who are over zealous on all occasions to maintain arbitrary rules, not fitted for all possible cases, it becomes a source of annoyance and vexation.

A large majority of the complaints which are made to the Committee arise out of trivial circumstances, and a very brief interview between parents and teachers would settle them without the intervention of the Committee. Many complaints originate in misunderstanding of the circumstances, which, when explained, clear the cases of all difficulties. But some parents seem to regard the teachers as the natural enemies of their children, and upon the most trivial grounds charge the teachers with partiality, prejudice, and general incompetency, and seem to appear to expect their immediate removal. Such persons often do great mischief in a school district.

It is natural for parents to be jealous of the rights of their children. It is proper that they should be so. Teachers are often mistaken in judgment, as well as other people, and sometimes establish rules which need to be modified and conformed to circumstances. They sometimes—it is not strange to say—give way to the trials and vexations of the moment. Parents should exercise charity and forbearance, as well as require absolute justice. They should remember the irritations of school life, and not expect teachers to exhibit all the virtues of saintly character for two hundred dollars a year. But most of these school difficulties could be harmoniously adjusted, if parents would more frequently *visit the schools which their children attend*. They are *always welcome*, and we would especially urge this course upon those who are disposed to complain.

Some of the teachers have endeavored during the year to reduce the number of cases of corporal punishment, and they have been sustained by the Committee in this attempt. We wish their success had been greater, and should be happy to witness an entire triumph of purely rational methods of discipline. But the present auguries do not promise this pleasing consummation. There are teachers who achieve this result, and secure obedience and respect by the mere force of character. Such exhibitions of the highest moral power, are as rare as they are gratifying. We know a school, which is not “kept,” but keeps itself. There is harmony and mutual enjoyment among all the members. There are no methods of “punishment,” in the ordinary sense, because the training of the temper and the dispositions, of teacher and pupils, have

been so careful, that every one would be ashamed to spoil the pleasure of the rest by ill-conduct. The instruction is most thorough and complete. The teacher does not display the airs of superior knowledge, but learns from his pupils as well as teaches them. He does not discourage a sluggish mind, but kindly encourages ignorance to show its defects, for the sake of being corrected. The recitations are extremely animated. The pupils are as eager to surmount the difficulties in their way as the fireman is to subdue the flames. Every hand rises in response to a question with anxious alacrity. A spirit of contentment and of freedom marks the room. There is noticeable the easy quiet which comes of self-restraint. There is a generous rivalry for excellence. The moral influences of the place are necessarily improving. It is cheering and delightful to attend the sessions. The school is not in Salem; we wish there were many such here. We hardly need add that its pupils are few in number—about forty—and that it is a model school, and yet the same is *possible* in other places.

In September last, the *Bentley* school was placed in possession, without the usual public ceremonies, of the rooms provided for it, by the liberality of the City Council, in the new Bentley school house. The occupancy of a new school building, so commodious, convenient, and comfortable, was the occasion of an immediate increase of the number of pupils. The number is now upwards of two hundred, and it is, therefore, slightly the largest school, of any grade, in the city. The increased attendance at the Intermediate and Primary school, on the lower floor, is, we understand, equally gratifying.

The building has been found, thus far, to be in the main well adapted to its purposes. It is well heated, lighted, and ventilated. The general arrangement is satisfactory. The plan of a separate room for each teacher, wherein her own classes, and no others, are permanently seated, is, we think, decidedly better than the old arrangement of large main halls with small recitation rooms. Order should be more easily preserved in these smaller and separate rooms; mild methods of discipline may be more confidently relied upon; and each teacher may determine exclusively the character of her own classes, having her work neither marred nor mended by other hands, as when she shares either instruction or discipline with other teachers.

We hope this separate system will be adopted in such school houses as may be erected hereafter, and would advise that at some suitable time in the future, our other Grammar school houses be made to conform

to this plan, in their internal arrangements, as far as practicable. It would be especially useful to effect this improvement in the Phillips Grammar school house. The two large main halls and the six ante-rooms, can be readily transformed into six ample school rooms, of convenient form; and the interests of the school would in every way be greatly promoted by the change. It would also enable the Principal to conduct the school with fewer Assistants, and thus a material reduction of the annual expenses would be secured. This subject was mentioned in last year's report, and is now reverted to, not to advise the change at this unpropitious time, but that the importance of the matter may be kept in view by our successors.

We consider the Bentley school to be now better accommodated than any other in the city. But there are some defects, which may be avoided in the erection of other buildings upon this plan, in the future. The clothes rooms are not sufficiently commodious, and the convenience of both schools in the building would be enhanced, were the ample attic converted into a plain hall, where all the pupils could assemble together for general exercises, and on exhibition days. This advantage is now lost to the Bentley schools by the incumbrance of a bell tower.

The recent destruction by fire of the Pickering school house, in North Salem, will render necessary the erection of a new school building during the coming season. The members of that school, now occupy a part of the Fowler street school house, a room in the Gun house near North street, and the little old school house at the corner of Dearborn street. Most of the children being thus obliged to travel a long distance from home, and even into the upper part of the city, it is desirable that the City Council should give this subject its earliest attention, that a new building may be provided without unnecessary loss of time.

The Committee conclude this Report with an expression of the pleasure they have derived in visiting the several schools, in witnessing the diligence of the pupils, and the patient labors of the Instructors.

For the Committee,

GILBERT L. STREETER, *Chairman.*

NUMBER OF PUPILS, &c. IN GRAMMAR SCHOOLS.

SCHOOLS.	DECEMBER, 1860.			JUNE, 1861.			NOVEMBER, 1861.			Average Number during the year.			Number Teachers.	No. of Pupils to Teacher.	Number in First Class at close of year.	Number transferred to Classical and High School.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
BENTLEY.....		178	178		170	170		173	173		174	174	4	43	11	
BROWNE.....	77	82	159	70	74	144	71	80	151	73	79	152	4	38	14	9
EPES.....	43	33	76	39	28	67	33	20	53	38	27	65	2	33	7	2
HACKER.....	98		98	96		96	98		98	97		97	3	32	8	3
HIGGINSON..		169	169		148	148		162	162		160	160	4	40	12	4
PHILLIPS.....	190		190	180		180	163		163	184		184	6	31	21	4
PICKERING...	79	83	162	73	82	155	75	79	154	76	81	157	4	39	17	6
	487	545	1032	458	502	960	440	514	954	468	521	989	27	37	90	28

INTERMEDIATE AND PRIMARY SCHOOLS.

The numbers, affixed to the names, denote the years in which the respective teachers first received permanent appointments in the public schools of Salem.

INTERMEDIATE.

ABORN STREET—For Boys and Girls. *Teachers*—Sarah E. Richardson, (1860) Principal; Sarah S. Saunders, (1859) Assistant.—*Committee*—Joseph A. Dalton.

BENTLEY—For Girls. *Teachers*—S. Augusta Brown, (1842) Principal; Eliza G. Cogswell, (1853) First Assistant; Sarah E. Honeycomb, (1857) Assistant. *Committee*—Henry J. Cross.

BROAD STREET—For Boys and Girls. *Teachers*—Caroline Stevens, (1848) Principal; Matilda Roberts, (1859) First Assistant; Sarah E. Babbidge, (1860), and Anna M. Bates, (1861) Assistants. *Committee*—William P. Goodhue.

BROWNE—For Boys and Girls. *Teachers*—Caroline Weeks, (1855) Principal; Nancy Osborne, (1855) First Assistant; Augusta Arrington (1855), and Harriet M. Tyler, (1857) Assistants. *Committee*—Aaron Goldthwait, jr.

NORTH STREET—For Boys and Girls. *Teachers*—Maria Cushing, (1847) Principal; Elizabeth C. Russell, (1854) First Assistant; Lucy A. Smith, (1858), and Caroline Symonds, (1859) Assistants. *Committee*—J. Shove Symonds.

PHILLIPS—For Boys. *Teachers*—Celia E. Goodspeed, (1860) Principal; Caroline P. Dalton, (1855) First Assistant; Jeannette Gerald, (1860) Assistant. *Committee*—James Emerton.

PRIMARY.

BRIDGE STREET—For Boys and Girls. *Teachers*—Sarah E. Francis, (1857) Principal; Eliza S. Symonds, (1860) Assistant. *Committee*—William B. Brown.

FOWLER STREET—For Boys and Girls. *Teachers*—Frances E. Very, (1842) Principal; Hannah E. Morse, (1854) Assistant. *Committee*—H. F. Skerry.

MASON STREET—For Boys and Girls. *Teacher*—Lydia L. A. Very, (1841) Principal. *Committee*—Joseph A. Dalton.

WILLIAMS STREET—For Boys and Girls. *Teachers*—R. Annie Harris, (1859) Principal; Margaret E. Webb, (1855) Assistant. *Committee*—William B. Brown.

SPECIAL REPORT.

The Third Visiting Committee, charged with the supervision of the Intermediate and Primary Schools, present their Annual Report.

The Schools under the charge of this Committee are, in the main, in good condition; and it may be said that, in general, they are successfully accomplishing their proper work. To say less than this would involve a confession of gross negligence or criminal carelessness on the part of the School Committee. For this body, having practically the entire taxable property of a wealthy city at their command, surely could present no sufficient excuse, if their Schools, as a whole, did not attain at least a respectable degree of excellence. A single School may, for a time, fall disgracefully below a reasonable standard of usefulness, in spite of the most faithful solicitude of those to whom its care is confided. But when the number of Schools is large, and they are in no essential respect mutually dependent, great and general defects reflect but too surely the character of those upon whom rests the responsibility of providing sufficient and proper means for the education of the people. Thus the final consequence falls upon the heads of those who fail to put the "right men in the right place," and the demands of justice are fulfilled.

"Let well enough alone," is a wise maxim, but too often abused. *Well* is never well *enough* when *better* is attainable. In scarcely any other department of human industry does the ideal so far exceed the actual performance as in teaching. Therefore the teacher is always exposed to this mortifying contrast between his methods and results and those which seem within the range of possibility. But this liability, arising as it does from the infinite nature of his vocation, should not dishearten, but should rather stimulate his efforts to approach steadily nearer to the ever receding goal of perfection. It is then in no uncharitable spirit if, in this report, improvements should be suggested, or even if positive faults should be indicated, either in schools or teachers.

Few changes have occurred in the corps of instructors during the past year. Three assistant teachers have respectively given place to three others, two of whom had, in former years, served the city in a similar capacity. To be obliged to part with a teacher, whose faithful

endeavors and kindly disposition command respect, is a painful necessity, although imperative when the truth becomes obvious that *Nature* has withheld *her* diploma.

Early in the year one who had long been a devoted and efficient teacher in the Broad St. School was removed by death. Though still in early womanhood she had given seven years of her life to the work of instruction. Her gentleness, her purity of character, and the unstudied beauty of her manner, won the affection of her pupils, and gained the warm regard of all associated with her. All honor to the memory of her who lived and died in the simple path of duty.

In filling vacancies, the committee have felt it their duty, where special qualifications seemed equally balanced, to select those candidates for appointment who are of our own people, although, if the stranger should manifest a marked superiority, this preference should of course be sacrificed. It may be interesting to state, that, of the twenty-seven teachers in our Intermediate and Primary Schools, twenty-three are natives of Salem, and *all* reside here with their parents or other near connections.

There has been a decided general improvement during the year in the accommodations provided for these Schools. In September the Bentley Intermediate took possession of the fine rooms designed for its use on the lower floor of the new Bentley school-house. In October the Mason-Street Primary removed from temporary quarters without the district to a neat and convenient, though unexpensive, edifice, erected on the site of the former building which was burned a year ago. Permanent provision for the wants of the Phillips Intermediate having been postponed, the first and second departments of that School have been transferred to the rooms formerly occupied by the Girls' High School, of which the city holds an unexpired lease. These rooms are superior, as regards the health of the pupils, to those vacated, although very inconvenient in many particulars. The room allotted to the alphabet department of the Aborn-Street School is extremely unsuitable from its insufficient size. The North-Street School suffers in severely cold weather from the inadequacy of the heating apparatus. Early attention is solicited to the needs above indicated.

The new buildings have been furnished with separate desks for each pupil, large or small, an improvement which, it is hoped, will soon be extended to all our Primary Schools, in which there are now several hundred children still unprovided with what would be considered

indispensable if it were not for the force of custom. The carpenter needs, his bench—the smith his forge—scarcely more than every pupil in a public school needs a desk.

A few remarks will here be offered with regard to studies and text books. It is believed that the recent change in the Regulations, affecting the requirements for admission to the Grammar Schools, will, if duly observed, prove highly beneficial to the preparatory schools by rendering the course of study more suitable to the age of the scholars, and also by inducing more intelligent and practical instruction.

The reduction in mental arithmetic, with the substitution of a knowledge of the more simple operations of written arithmetic, seems thus far very successful. The beauty of the decimal calculus, which has been styled the “most perfect of human inventions,” and its infinite uses, sufficiently commend it. Children are almost always interested in its study, and the theory of its various processes seems better adapted to the comprehension of youthful minds than the more severe mathematical abstractions of what is usually termed “intellectual arithmetic.” Many still doubt, however, whether the comparative value of arithmetic in general, as it is taught in our common schools, is not over estimated, and whether too great a proportion of school time is not devoted to this branch. It may again be questioned, as in former reports of this committee, whether accurate *practice* in calculation should not be held of more importance than abstract theory and logical refinements; leaving arithmetic as a *science* to a more advanced course of instruction, and its rational applications to the common sense of greater maturity. With regard to the excessive attention to mental arithmetic in the lower schools, your Committee will quote from the recent school report of a neighboring city, giving full concurrence to the views thus expressed in speaking of the Intermediate Schools:—“Here, as in some of the Primaries, Colburn, the ever-present, shows too much of the *mode memoriter*. As one very intelligent teacher said,—‘You, gentlemen of the Committee, get just what you require. You wish to see classes on examination day take Colburn’s arithmetic, and perform showily and rapidly all the problems. They memorize them because that is the only way the thing can be done.’ To remedy this evil, so far as they may, the Committee have limited the amount required. They have also recommended that the pupils recite only a portion of the time with the book in their hands, and that the remainder of the time they answer the questions, the teacher propounding them. They have also

recommended that the purely mental process be substituted largely for the tedious machinery now used almost wholly. The tendency of general adherence to the mode *if, since, and therefore*, is to destroy all spring, vivacity and intuition in the mind of the child, so that he performs his task as one of simple drudgery. To invigorate the intellect, the child must be allowed more liberty in the process; and a correct result, by any method for which a *reason* can be given, should be commended. Besides, instead of confining the child to the examples given in the book, every principle should be illustrated by a great variety of examples involving it, such as suggest themselves to every teacher who is worthy of the name."

It is very well to teach children the "philosophy" of things and operations, provided they are already *philosophers*, i. e. "*lovers of wisdom*." Unless the child is curious to know the "why and wherefore" it is of little use to tell him,—still more useless and absurd to compel him to go through the mockery of pretending to "explain" that which he himself neither understands nor cares to understand.

The change in the Regulations also attaches more importance than formerly to writing. Children can usually learn to write legibly, and sometimes neatly, at a very early age. This important art would seem naturally to follow reading as a branch of education.

Hillard's "Third Primary Reader," is now used in the Intermediate department,—Tower's Series in the Primaries. Hillard's Primary Series seems well adapted to the use of these schools, and it may be expedient to adopt the entire set, as they appear to be superior to those now used. It may be doubted, however, whether the columns of selected words for spelling, attached to each reading lesson, be an improvement. By giving the *whole* of the reading lesson to spell from, the desirable habit is formed of closely observing and fixing in the memory the orthographic structure of the words that occur. As it seems more natural that the pupil should, in learning to write, first learn to *read* in the *script* character, it is suggested that the alphabet and some pages of reading matter, printed in the script type, would be a very useful feature in the Second Primary Reader.

For a reason named above, a separate spelling-book seems of secondary importance. The book now in use, Bumstead's "Spelling and Thinking," in which the words are grouped with reference to kindred meaning and common derivation, is perhaps as good as any other.

Drawing is specified as one of the studies to be pursued in the Primaries. It is not to be expected, however, that any considerable

degree of artistic skill will be attained in this exercise, but it is rather desired that the child's perception of form may be strengthened by imitative delineation. It is said that writing is best taught in those primary schools where the formation of the letters is made an exercise in drawing. A knowledge of the most important and simple geometrical forms might perhaps be taught with advantage in this connection.

Vocal music is also recognized as a proper branch of instruction in our schools. Teachers are generally interested in this exercise, and singing is regularly practiced in most, if not all, the Intermediate and Primary Schools. No attempt is made to give *elementary* instruction in this art, and if the pupils can gain by *rote* so much skill as to secure pleasing and enlivening performances, perhaps greater thoroughness may be dispensed with. "Movement songs," in which singing is accompanied with graceful and simultaneous motions of the body, form a pleasing and commendable feature in some of our schools.

The "physical exercises," which were recommended by a vote of the Board some months since, have been adopted in many of the Schools, and with evident good effect. More vigorous and spirited action seems desirable however, in some cases, and also a larger variety of exercises. A greater degree of what may be termed military precision, in this, and in all the ordinary and necessary movements of the school, would be an improvement, if not secured at too great a sacrifice of time and individual freedom; for in this, as in all things, in or out of school, we must count the cost as well as the value.

Geography is still retained as a prescribed study in the Intermediate departments, although discontinued in the Primaries. A knowledge of the Earth is the most natural introduction to a more systematic acquaintance with nature and with the laws of life and unorganized matter. It is perhaps the most difficult to teach of all the studies pursued in the lower schools, requiring more skill and tact in the teacher, and greater independence of the text-book. The book in use has many faults and seems ill adapted to young minds.

The value of the *black-board*, as a help in primary education, seems in general too little appreciated by teachers, although we find some praiseworthy exceptions. So important and useful may this piece of apparatus be made, that the late William A. Alcott prepared, some years since, a most ingenious treatise of more than two hundred pages, on its manifold uses. This book is worthy the study of every teacher for its valuable suggestions. The proper use of the black-board, in schools of every grade, may be counted one of the most essential

criteria of fitness for teaching. It should be remembered, that teachers of the most exalted abilities, in the highest walks of science, best appreciate the value of this effective aid. In the hand of an Agassiz, the simple chalk crayon, moving in harmony with thought and speech, unfolding the wonderful secrets of creation, seems itself to possess almost creative power.

It is said, and it is too generally true, that teachers rely too much on their text-books. Yet it cannot be denied that these aids are indispensable, and if necessary, it is evident that the best only should be used. As oral instruction is perhaps too much neglected in practice, so in theory its value, as compared with *study*, is perhaps over-rated. A bright lad, who passed with credit through our public schools, speaking of one of his teachers, remarked, "The boys always liked to recite to him, because he did all the reciting himself." Like Hercules in the fable, the teacher should require the pupil to put his "own shoulder to the wheel," and not encourage laziness by too ready assistance. The highest order of teaching is to inspire enthusiasm, to create an interest, and to teach the pupil to teach himself. Let then the teacher, the scholar, and the text book be duly recognized as co-ordinate agents in the work of instruction.

There is occasionally found in teachers a certain bigoted intolerance of all methods differing from their own, which sometimes amuses, but more often disgusts, by its absurdity. That there is but one right way, to wit, *their* way, is the prime article of their belief. This weakness is the more excusable in beginners, especially if it be the result of a preference for the mode in which they themselves have been educated. Nor would we fail to acknowledge the *zeal*, which is so often the companion of bigotry. There are other teachers who have *no methods*—only a certain *routine*. These have but a vague conception of the dignity of their calling; yet very worthy and useful laborers they are in their narrow path—provided they take the right direction. But it must be dreary drudgery. Like the patient workers in worsted, they put a stitch here and a stitch there, this color and that shade, one lesson to-day and another to-morrow, in accordance with a set pattern, but of *themselves*—nothing. The result in both cases is often excellent, but it is machine work after all. Unlike these is the *live* teacher, the true eclectic, who, wisely conservative, never fails to abandon long-tried ways when better are presented; ever seeking the best, yet cautious in experiment; "proving all things and holding fast that which is good;"

ever keeping the great ends and principles of education in view, yet not hastily accepting new theories, nor rashly independent in action; true to self, yet faithful to all; whose watchword is "Excelsior," whose aim, Perfection.

"The Lethe of Nature
Can't trance him again,
Whose soul sees the Perfect
Which the eye seeks in vain."

Among the means which have been suggested for the professional improvement of teachers two will here be named. By occasional visits to schools, either here or abroad, whose superiority in general, or in some speciality, is manifest, it is thought that our teachers might be inspired with emulation, and gain information as to the means of securing similar results in their own schools. But some partial experiments of this character seem to indicate that, in order to secure the proper results, such visits should be somewhat under the direction of the Committee. It has also been proposed to employ, for a time, some person of acknowledged excellence and authority in primary instruction, either to take charge of one of our schools, with a view to make it a model, or else to visit the several schools for the purpose of giving the teachers advice and instruction in their duties. To both plans there are practical objections, though both are worthy of the future consideration of the Committee.

"As the teacher so is the school," said Cousin, and every essay on education and every school-report echoes the sentiment. Yet let us not hold this too literally, nor place more than fairly belongs to the heavy account which the teacher must render. To have a perfect school we must have not only a faultless teacher, but perfect children and faultless parents as well. How far these conditions are from being realized, those familiar with the workings of our public schools need not to be informed. Yet making due allowance for inevitable hindrances, we may fairly hold the instructor accountable for the condition of the school as respects intellectual advancement. With regard to moral and physical culture, the teacher's influence must ever hold a subordinate place to that of home and the parent. Fourier indeed, with a view to more complete education in all respects, proposed to place every child under the exclusive guardianship of the state: a dream not likely to be realized in New England.

When we consider the intricate and delicate relations that subsist

between teacher and parent, the different views and purposes which they severally entertain, and the conflict of interests which must often arise, it need not surprise that misunderstanding and bitter feelings are sometimes thus begotten, but we should rather wonder that they are not more frequent. It is indeed highly creditable, both to the public and to the teachers, that there is so much sacrifice of personal opinions and convenience in this respect. But it must be observed, that, while the parents, as a body, comprise men and women of all sorts and tempers, teachers may be presumed to possess more than the average degree of self-control and patience, and it would seem therefore that with them lies the duty of avoiding, as far as may be, all harsh collisions, and of conciliating, by strict courtesy, reasonable concessions, and careful explanations, the justly or unjustly offended parent. Yet let all remember that there is a limit to human endurance, and that the teacher, though a public *servant*, is not a *slave*.

There is reason to suppose that the more minute classification, which is found in our larger schools, with the consequent greater number of classes, may have, with all its advantages, a tendency to retard the progress of the scholars. Although premature promotion should be avoided, it is equally desirable that the child should not be obliged to dally over tasks which have become so disgusting from long familiarity, and so easy from frequent repetition, that the mind has not sufficient exercise, but becomes stagnant and indifferent. If a school have eight classes, and promotion takes place but once a year, as is the custom, and if the pupil take but one step forward annually, it is evident that the child will be at least thirteen years old before entering the Grammar school. Teachers therefore need to exercise much judgment and discretion in this matter, to prevent such undue delay, and to see that each child is advanced as fast as his ability and acquirements will warrant, and his peculiar interests may require. We hear much said, and truly, of the necessity of laying the foundations of instruction firm and broad in the Primary school. But the foundation should be proportioned to the superstructure. With those children who are dull and slow, and whose school-life is of short duration, or who are necessarily irregular in their attendance, it would seem that extreme thoroughness might be waived somewhat. The education received at school should possess a certain degree of completeness, even though it be somewhat flimsy and superficial. To spend the whole school-life of a child in acquiring the mere *elements* of knowledge, i. e. such as are in them-

selves practically useless, is as if a man were to exhaust his means in laying the foundation for a splendid edifice, and go houseless, when a more modest attempt might have given him a comfortable, though humble, shelter through life. Hence it would seem that promotion, from class to class, and from school to school, should have some reference to the pupil's age and circumstances as well as to his acquirements.

We often hear of the necessity of "raising the standard" of a school, or class of schools. The expression has a vague sound, and perhaps conveys a different meaning to different minds. But what is the highest standard of a public school? Is it not that condition of a school which shall afford the greatest benefit to the public? If admission is made so difficult, the course of study so remote from practical usefulness, the exactions and restrictions so galling, as to exclude or repel the most, the standard is really reduced. The selective system is repugnant to the fundamental idea of a *common* school. To have a school, or a class, composed of bright and docile pupils only, no doubt renders the teacher's work more agreeable, and gives the school a more creditable appearance, but alas for the poor neglected dunce! has *he* no rights? The teachers of public schools are workmen who are not at liberty to choose their stock; they must make the most of what is offered, rejecting only moral rottenness or the weakness of total imbecility.

The system of minute gradation and classification has proved of incalculable advantage in our schools, by affording to each teacher a more limited and better defined sphere of action than would be otherwise possible. The principle of "division of labor" has proved no less useful in the school than in the workshop. We have all read how pins are (or once were) made, and through how many hands the wire passes from the raw metal to the perfect pin. Not unlike this is the manner in which the pupil passes from class to class, and from teacher to teacher, in our public schools. But the scholar is not to be *manufactured*; the true teacher is not an *artisan*, but an *artist*. As a benefit is seldom gained without some sacrifice, so here we must guard against evils which this system tends to induce, and which are no doubt to some extent suffered. One of these has already been discussed.

Teaching is so essentially a *fine art* that its work can not be thus divided among many without detracting either from that unity of design and uniformity of execution which all high art demands, or else from that originality and freedom which are equally indispensable. The system of teaching has become so far adapted to the plan of classification

that the evils which arise from want of due co-operation and harmony of methods are not so great as might be expected. The evil lies in the other direction. Teachers are so closely bound by certain rules and customs as to leave little scope for the development of original conceptions of their peculiar powers and duties. So much labor, of a certain description, is exacted of them, that they have no time or strength for the execution of their own plans in obedience to their personal convictions.

But this sacrifice of individual and original views is absolutely necessary when many are to work together for a common purpose. Is an army the better or more efficient where each subaltern has original plans of his own for the conduct of the campaign? We have seen something too much of this of late. Let us not fear but that the faithful and ingenious teacher will make her ingenuity manifest, and find a way to demonstrate her individuality, upon the seemingly narrow field of action allotted to her.

Another alleged defect of our public schools is that they do not sufficiently meet the practical wants and peculiar characteristics of the different pupils :

“ *Knowledge comes, but wisdom lingers*, and” they “linger on the shore,
And the *individual withers*, and the” school “is more and more.”

Although often exaggerated, it cannot be denied that this imperfection is one which appears to be inherent, and inseparable from the system. Public instruction is the education of the people for the public good. The common school is the people's grand highway to knowledge. Let us make it so broad, direct, and commodious, that all may profitably walk therein; but let not each one demand of the public a private pathway for his especial benefit. Let the individual be duly recognized so far as may be, but something must be left to private resources, to personal effort, and to self-education.

What is the cost of our public schools? We shall be told, perhaps with some emphasis, that the current expenses are so many thousand dollars per annum. But there is besides a still greater outlay—the *time* of some thousands of children, who give the golden days of Life's sweet spring. With *such* lavish expenditure, how important that it should be well spent. Every dollar and every minute should be turned to advantage, and to the *best* advantage. True economy consists not in spending little, but in spending wisely. We owe it then to these children

that, so far as we can prevent, no moment which they have invested shall be lost. It is our duty to see that they are taught that which they most need, with due adaptation to their powers, and with the least sacrifice of comfort and happiness.

These considerations lead to some practical suggestions. One of these was indicated in a former report, and is now repeated with still greater confidence. The prescribed school-hours are evidently too long for the youngest children. We are apt to blame teachers for a fault which is perhaps not theirs. These little ones *cannot* be profitably employed, for six hours a day, in such exercises as properly pertain to a school. They may be occupied in many ways by an ingenious teacher so as to prevent disorder, or absolute idleness which is worse; but, if they have homes and parents worthy of the name, at least one-half the time might, with much more pleasure and benefit, be passed at home. Your committee would therefore suggest that no child of less than six years of age should be permitted to attend any public school for more than three hours in each day. Although such a restriction might bear hardly in some exceptional cases, it can scarcely be doubted that in general it would promote happiness and health, and prove no obstacle to educational advancement. It may also be observed with regard to older pupils, that in some schools the various exercises are so arranged as to leave little opportunity for study in school-hours, making it necessary to assign lessons to be learned at home. Again in other schools, where a better arrangement prevails, the time of the pupils not reciting is occupied with matters not strictly pertaining to the school, sometimes even approaching mischief or disorder, and hence again the necessity of out-of-school study. This committee would suggest for the consideration of the Board whether, if study were confined to the school-room, such restriction might not lead to more systematic and profitable employment of the proper school-hours, and thus nothing be lost in intellectual progress, and much gained in other respects affecting the general welfare of the children. Sufficient time should be allowed the pupil, not only for the amusement and recreation which Nature demands, but also for the cultivation of habits of home industry. Every child of sufficient age should be conscious and proud of some degree of usefulness. Although the evils of irregular attendance, both to the school and the absentee, are of serious magnitude, and though injudicious indulgence and negligence in this respect should be severely censured,—yet your committee would not too harshly rebuke the delinquency of the boy or girl who is detained at home to help a care-worn

mother, or to tend an infant brother or sister; for thus may have been learned a lesson of love, patience, and self-denial, of far greater value than the lost lesson in arithmetic. It is a *tendency* of the teacher's calling to lead him to look upon his pupil *merely* as a scholar, as a subject to be instructed, as so much material for the exercise of his skill, and to ignore all but the intellectual of the many sides of the child's nature.

It may be a question whether the supposed necessity for study out of school may not be a consequence of the increased number of holidays and length of vacation in these latter years. If the same amount of labor is to be required in the course of the year, and the same gross aggregate of time is to be occupied thereby, it is evident that the time lost by long vacations must be regained by increasing the length of the day's-works that remain. Which is the more effective and salutary system of labor or study,—moderate, continuous application, or more severe exertion with long intervals of relaxation? Your committee are of opinion that if it should be thought that too much study is now required in our public schools, the proper remedy is to diminish the daily task and not to reduce the number of days.

In conclusion, your committee would commend the schools under their supervision to the fostering care of the Board, and to the confidence and support of the community. Though our country is rent as by an earthquake, and the threatening cloud of national dissolution darkly impends,—yet let us hope that these cherished institutions, our pride and our hope, may remain untouched by the calamity, green and sunny spots amid surrounding gloom. And especially may the coming generations never fail to have effectually impressed on their minds—as in the language of the law—“the principles of piety and justice, and a sacred regard to truth; *love of their country*, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded”; and may they clearly understand “the tendency of the above-mentioned virtues, *to preserve and perfect a republican constitution and secure the blessings of liberty*, as well as to promote their future happiness.”

For the Third Visiting Committee.

HENRY J. CROSS, *Chairman*.

The following TABLE exhibits the number of Pupils of either sex, in the several INTERMEDIATE and PRIMARY Schools, at the beginning, middle, and close of the school year, with the average during the year, and the average attendance; also, the number of pupils transferred to Grammar and Intermediate Schools respectively, and the average age of pupils so transferred.

SCHOOLS.

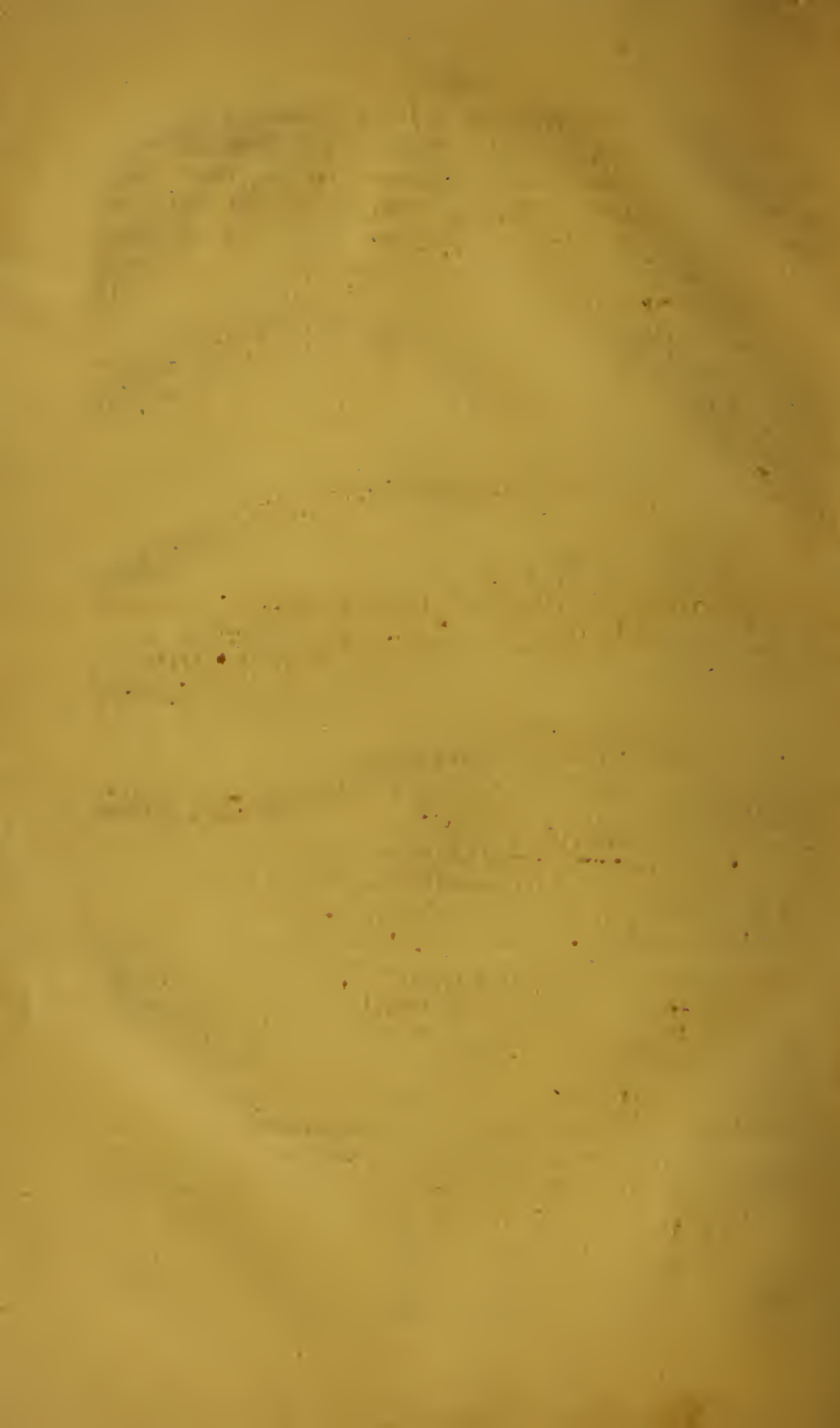
NUMBER OF PUPILS.

Intermediate	DECEMBER, 1860.			JUNE, 1861.			NOVEMBER, 1861.			Average Number during the year.			Average Attendance.	Transferred to Grammar Schools Nov'r, 1861.			Average Age of Pupils Transferred.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Boys.	Girls.	Total.			
ABORN ST.....	43	45	88	56	67	123	58	74	132	52	62	114	86	8	10	18	10.25	10.46	10.36
BENTLEY.....		105	105		125	125		148	148		126	126	100		34	34	10.66	10.66	
BROAD ST.....	103	94	197	101	79	180	115	89	204	106	87	193	164	19	18	37	11.42	10.85	11.14
BROWNE.....	101	78	179	109	89	198	114	91	205	108	86	194	188	10	15	25	9.94	10.54	10.30
NORTH ST.....	85	97	182	88	92	175	99	104	203	89	98	187	150	9	15	24	10.09	10.42	10.30
PHILLIPS.....	118		118	131		131	147		147	132		132	128	27		27	11.02		11.02
														73	92	165	10.78	10.62	10.69
Primary.																			
BRIDGE ST.....	40	23	63	39	26	65	43	26	69	41	25	66	60	To Int. Schools.			10.23	9.99	10.12
FOWLER ST.....	63	44	112	65	41	106	66	51	117	66	45	111	99	8	7	15	10.73	12.19	11.02
MASON ST.....	40	20	60	34	16	50	39	30	69	38	22	60	37	6	1	7	12.08	11.08	11.94
WILLIAMS ST.	41	17	58	45	29	74	55	41	96	47	29	76	65		6	20	10.36	10.74	10.47
	639	523	1162	663	564	1227	736	654	1390	679	580	1259	1077	40	17	57	10.71	10.71	10.70

The pupils admitted to Grammar Schools varied in age from 7 years and 11 months to 14 years and 9 months.

The examination of candidates for admission to the several Grammar Schools varies in strictness according to the different views of the examiners and the circumstances of the respective schools.





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1861/62

CITY DOCUMENT, No. 4..... 1863.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM.



JANUARY, 1863.

SALEM:
PRINTED AT THE OBSERVER OFFICE.
1863.

CITY DOCUMENT, No. 4.... 1863.

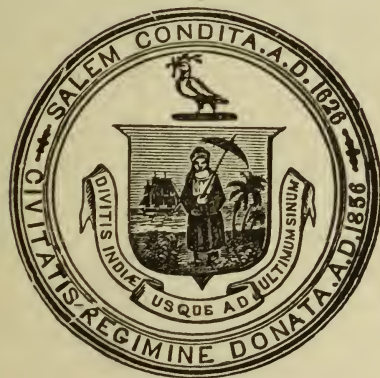
ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.



JANUARY...1863.

SALEM:

PRINTED AT THE OBSERVER OFFICE.

1863.

At a meeting of the School Committee of Salem, Jan'y 23, 1863,
it was

ORDERED, That the Annual Reports of the several Standing Committees of the Board be adopted collectively as the Annual Report of the School Committee; and that a sufficient edition of the same be printed, under the direction of the Executive Committee, for the use of the inhabitants of the city.

Attest :

J. CLOUTMAN, Secretary.

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HIGH SCHOOL.

— o —

Master, GEORGE H. HOWISON.

Sub-Master, JOHN ORNE, JR.

Assistants.) CAROLINE LORD, ABBY R. KNIGHT,
) and LOIS J. CASWELL.

THE First Visiting Committee regard the School placed in their charge as being in many respects, in a satisfactory condition. Three daily sessions of the school were spent by the Committee in making the Annual Examinations at the close of the academic year, in addition to their frequent casual visits. They found connected with it, at the end of the last term, seventy-two pupils, fifteen having been graduated upon the completion of their studies, and the usual number dismissed at the request of parents, from time to time, during the year. One has died.

Of the seniors of last year, nine have returned to continue their connection with the school. Thirty-one new members were admitted at the annual examination, and the school is composed at the date of this report of thirty-six juniors, forty-one pupils in the middle class, twenty-one seniors, and an advanced class of nine. Two boys left the school last year for college, one of them upon examination securing a State scholarship and subsequently taking high rank at Amherst.

Your Committee were not disappointed in the anticipation of Mr. Rolfe's success expressed in their last Report. Under his instruction and control the school rapidly approximated toward the standard which they had set up for it, and they are happy to be able to say that it is now nearer that standard than at any time since they have known it. Order is established. A careful and exact classification of the material in the school has been at last effected. Each pupil's attainments and

capacity have been examined and passed upon, on two successive years, by the Committee, as well as by a corps of competent teachers which had in the mean time been almost wholly changed. And it is confidently asserted that, with a possible exception or two, the pupils now in the school are employed upon the branches and are working in the company best suited to their real mental advancement and solid attainments.

The present condition of the school leaves little to be desired, it is believed, which this Board can do for it. We are not aware of any change which can be expediently made in the corps of teachers, and the new books introduced with great acceptance last year, have left no change absolutely essential to be made in that department, though several changes are still thought advisable and are earnestly commended to the attention of the Board.

For some months the school employed but four teachers at a cost of \$2950 yearly expense of tuition. With the addition of an assistant now made necessary by the recent influx of pupils, the current cost of instruction in the school is \$3300 per year. For some years before Mr. Rolfe took charge of the school the annual total of salaries paid was never less than \$3900.

The relations of the First Visiting Committee with the teachers of the High School have been of so intimate a character as to forbid their commenting, in detail, on the merits of the incoming or of the outgoing instructors of the school. It may not be improper to say, however, of Messrs. Rolfe and Estey that their stay among us, brief as it was, was sufficiently protracted to demonstrate that the school suffered in their departure more than the disadvantages usually incident to a change of teachers. Mr. Estey exchanged the post of Usher for that of Assistant Professor of Mathematics at Amherst, while Mr. Rolfe became Principal, at a salary one fifth larger than ours, of the Cambridge High School, a model institution worthy to nestle under the walls of the ancient University. Mr. Howison comes hither from a success in teaching at the West so marked as to have challenged, some years since, the attention of the then Secretary of our State Board of Education. And Mr. Orne has been called from the no less successful administration of a very superior Grammar School in the city of Lawrence.—Of them, as well as of the assistant teachers, all ladies of large experience in their calling, the Committee refrain from saying more, feeling that teachers must vindicate their claims to regard upon careful

inspection of their schools by persons interested therein, and that they can derive but little aid from the commendations of committees or from a rehearsal of their past successes. Your Committee are confident that the teachers at present employed at the High School, if reasonably sustained in their efforts by sympathy, co-operation and counsel, will thus vindicate themselves. Without such support no teachers, however eminent, can succeed.

The laws of this Commonwealth require of the City of Salem the keeping of a school in which shall be taught, in addition to the Grammar school branches of learning, certain higher branches therein enumerated, and the employment of teachers competent to give instruction in such higher branches.

These requirements of the law make it impossible to secure High School teachers at the same rates of compensation as are paid for well qualified Grammar school teachers, because persons competent to give such instruction command higher pay in the market than those who are not competent. It therefore becomes desirable, from an economical point of view, that the Grammar school branches shall be mastered, so far as may be, before pupils enter the High School, or in other words that as little as may be of the time of High School teachers shall be occupied with elementary instruction in these branches.

Again, certain advanced branches of learning, Geometry, for instance, are required by law to be taught to pupils in the High School, as are also, by vote of this Board, Trigonometry, Surveying and Algebra. Now no intelligent person will maintain the expediency of commencing the study of these advanced branches without an extended and very thorough acquaintance with Arithmetic, and Arithmetic is a branch of learning prescribed to be taught and learned in the Grammar schools. English Grammar, it would seem, should be thoroughly taught and mastered in the Grammar schools, especially if we consider how very small a portion of our people ever look at an English Grammar except in the Grammar schools. The more advanced branches of learning taught in the High School presuppose an acquaintance with English Grammar. Accordingly the laws of the Commonwealth, re-embodied in the Rules of this Board, have placed "English Grammar, Composition and Arithmetic" in the list of studies to which Grammar Schools are to be devoted. The statute further requires this Board to determine the "number and qualifications" of pupils who shall enter the High School, and the Rules of the Board accordingly prescribe an

examination, among other branches, in Arithmetic and English Grammar.

Now what is the meaning of all this legislation? It is plainly intended, not that pupils entering the High School shall know all about the subjects upon which they are examined, but that they shall disclose a reasonable acquaintance therewith. The question recurs then "what is a reasonable acquaintance with these branches"? "What knowledge of Arithmetic,—what knowledge of English Grammar shall be made a prerequisite of admittance to the High School"? or in other words, "How much time, in the High School course, have Grammar and Arithmetic a right to claim"?

Your Committee have been governed largely in answering these questions by the practice of other places. They have assumed that children in Salem are as intelligent, capable, ambitious and well taught as elsewhere—no more so and no less. They have visited the Grammar schools of other like places, and found there the same material out of which to prepare candidates for High School instruction. And they conclude that with a corps of Primary, Intermediate and Grammar school teachers satisfactory to this Board, they may expect the same proficiency in scholars offered for the Salem High School as is required elsewhere.

To assert that children ought to be admitted to our High School less thoroughly fitted than in other places is to assert either that the children are less capable, or less ambitious, or that the schools fitting them are hopelessly inferior, as well as to countenance the bad economy of employing teachers at High School prices to do Grammar school work. It would ill become the First Visiting Committee to act upon such assumptions. But if there be reason to think that, through the indifferent neglect of parents, or for want of proper appropriations from the city, or of fidelity and sagacity on the part of this Board in selecting and counselling teachers, or of vigor in the supervising of schools, or through the incompetency of instructors, or for any other cause, our schools have come to be inferior, the First Visiting Committee would be guilty of nothing less than a crime against the coming generations, were they to withhold the facts within their knowledge, for a single moment.

The school system of this place should be an unit. The schools of each grade should minister to those of other grades. Every child in a school of lower grade looks forward to promotion to the school of the

next higher grade, and every such promotion should depend on some test of capacity to be applied to the candidate offered. Pupils should be permitted to go forward only as fast as they can go forward understandingly, leaving behind them no work half done.

If admission to the High School is made a matter of course, not only is the average scholarship of that school reduced, but a leading incentive to diligence is removed from the schools of the next lower grade. Your Committee can not but condemn this policy. We can do little to inspire enthusiasm and a generous ambition in the children of our schools. That is mainly the work of parents and of teachers, and is the basis of what may be called positive excellence in schools. We can however do something to establish excellence of a negative quality, by banishing those abuses which make it impossible for well-disposed pupils to enjoy the full benefit of public instruction. And this is to be accomplished by excluding or putting back from time to time hereafter all such pupils as do not, upon their daily exercises and upon test examinations, entitle themselves to the positions which they assume to hold. Few of the scholars at the High School look to any ulterior incentive to the highest scholarship. Only one or two in each class expect to offer themselves for admittance to college. It was therefore judicious and necessary to give to the diploma of the school a new meaning by making it depend on a rigid examination at the end of the school course.

The experience of your Committee has led them to the conviction that neither this unity of the system, nor a due degree of uniformity of instruction in schools of the same grade, nor that wholesome vigor so much to be desired in the administration of public instruction, is to be expected here, without the employment, as is usual in places of this size, of a discreet, well-educated and well-paid Superintendent of Schools. Where each school is the special charge of a sub-committee or of a single member—a greater charge indeed than most members can undertake with entire satisfaction to themselves, this Board must always work at cross-purposes and the city suffer in the cost and quality of its schools. From 1859 to 1862 inclusive, the cost *per capita* of instruction in the different Grammar Schools of Salem has ranged all the way between \$6.29 and \$20.83. Such discrepancies are wholly incompatible with a vigorous and effective supervision of schools. For the present however it remains with the School Committee as now constituted to see to it that Salem shall still enjoy those great opportunities

for learning of which she boasted in the ancient days. If we adopt an indifferent policy, resting contented with an inferior High School, such as has been for some years past maintained at great cost,—if we invite hither first class teachers, at first class prices, only to deny them the means of keeping first class schools,—if we withhold from teachers who come among us that sympathy and counsel which is their only hope of success, while we listen freely to the carpings of fault-finders who never inspect the schools they criticise, then we shall have done what we can to affix the stamp of mediocrity to the schools of Salem,—and we could hardly do more than this to make our ancient city a place to be shunned as a residence by the stranger in search of a home, and by the native born citizen who has at heart the usefulness, prosperity and honor of his descendants.

ROBERT S. RANTOUL, *Chairman.*

WM. RAWLINS PICKMAN.

SALEM, Dec. 16, 1862.

NOTE.

Gen'l OLIVER, who examined the School, but who had ceased to be a member of the School Committee at the date of this Report, fully concurs therein.

GRAMMAR SCHOOLS.

BENTLEY. For Girls residing east of the middle of St. Peter and Central streets. *Teachers:* Mary J. Fitz, Principal; Anna Whitmore, Mary A. Colman, and Margaret A. Dunn, Assistants. *Committee:* Edward H. Knight and Henry J. Cross.

BROWNE. For Boys and Girls residing in Ward Five. *Teachers:* Jacob F. Brown, Principal; Adeline Roberts, Ellen M. Peirce, and Elizabeth M. Peabody, Assistants. *Committee,* Ripley Ropes.

EPES. For Boys and Girls residing in Ward Four, north and west of the "Town Bridge." *Teachers:* Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee,* Jacob Perley.

HACKER. For Boys residing in Wards Three and Four south and east of the Town Bridge and west of the middle of North and Summer streets; also, in Ward Six, that portion of Mason Street west of the Mason St. school-house, with the streets lying south of the same. *Teachers:* Thomas H. Barnes, Principal; Harriet N. Felton and Eliza A. White, Assistants. *Committee,* John H. Stone.

HIGGINSON. For Girls residing west of the middle of St. Peter and Central streets, south and east of the Town Bridge; and in that part of Ward Six described above. *Teachers:* Mary L. Shepard, Principal; Elizabeth T. Dike, Sub-Principal; Sarah A. Lynde and P. E. Church, Assistants. *Committee,* H. J. Cross and E. H. Knight.

PHILLIPS. For Boys residing in Wards One and Two, and in Wards Three and Four east of the middle of North and Summer Sts. *Teachers:* Silas Peabody, Principal; Caroline Roberts, Sub-Principal; Harriet C. Gray, Aroline B. Meek, and Mary Ann Cross, Assistants. *Committee,* Stephen B. Ives, jr.

PICKERING. For Boys and Girls residing in Ward Six—that portion excepted which belongs to the Hacker district. *Teachers:* Wm. P. Hayward, Principal; Sarah E. Cross, Mary J. Beckford, and Eliza S. Symonds, Assistants. *Committee,* Charles A. Ropes.

REPORT ON THE GRAMMAR SCHOOLS.

The Second Visiting Committee, having oversight of the Grammar Schools, respectfully present their Annual Report.

The Table prefixed presents a condensed statement of the general organization and arrangement of our Grammar Schools, no essential change in this respect having been made since the Phillips School was established in 1842.

It is thought by some who are well experienced in such matters that we have too many Grammar Schools; that if the number were reduced and the several schools thus made larger, not only would a reduction of expense be effected, but greater efficiency would result from the superior facilities for classification and supervision which a large school presents as compared with a smaller. There are two ways in which this object might be effected: the present districts might be enlarged, or in those sections of the city where separate schools for the sexes are established these might be united; or both methods might be combined. With regard to the second, we believe that the present arrangement is so generally and properly satisfactory in this particular as to render the proposed change extremely undesirable. Without venturing to decide the much-vexed question—whether “mixed” or “separate” schools are preferable—we will only say that an undue fastidiousness in this respect seems more natural and more excusable than that fanciful theorizing upon the advantages of educating the sexes together, which, to us at least, seems to lack a reasonable foundation, either in the results of actual experience or in a knowledge of human nature. And, although believing that the evils as well as the benefits of the “mixed system” are often exaggerated and sometimes imaginary, we give it as our conviction that whenever in a given locality separate schools can be gathered, of such size as to admit of convenient classification, this method is decidedly preferable. With regard to our own schools we do not find such disadvantage in any case, resulting from either plan, so serious as to indicate the expediency of a change.

It is worthy of consideration, however, whether the Epes School may not, at some time not very distant, be properly discontinued. The

building now occupied by this school is an unsubstantial structure, in ill-repair, upon leased land, almost without the limits of the city. It is hoped that whenever the return of peace and prosperity shall justify the requisite outlay, a new edifice may be so located and built as to accommodate this, united with the Hacker School, which now occupies an ancient and inconvenient building, very badly situated.

The new building erected for the use of the Pickering School was occupied, without formal ceremony, on the 15th of December, a little more than a year having elapsed since the destruction of its predecessor by fire. This is a neat and substantial brick building, standing upon the elevated ground in School street, the site being the same that was occupied by the first house erected for this school. The edifice has two stories besides a basement. There are in all four school-rooms, two in each story, each measuring 31x29 feet, and 14 feet in height, with very convenient dressing-rooms and entries. Each room is intended to accommodate about fifty pupils under the charge of one teacher. The building is in every respect suitable and convenient; being well warmed, lighted and ventilated,* properly furnished, and pleasantly located. It is an ornament as well as an advantage to the district, and highly creditable to the liberality of the City Council, to the wisdom of its building committee, and to the skill and faithfulness of the architect and builders. The cost of the building and its appurtenances was about \$10,800; of the land \$1,300.

This school was established in 1807, in which year the first building, mentioned above, was erected. This was removed in 1841 to the lot on the corner of North and Dearborn streets, where it still stands, close by the site of the second building, which was burned, as stated above, in 1861.

The school has suffered during the past year from the want of proper accommodations, having been scattered in various parts of the city, which inconvenience seriously affected its welfare in many respects. But, these difficulties being happily obviated, we feel assured that, under its faithful and competent teachers, with the co-operation of parents and the fostering care of the Board, it may soon regain its former excellent condition.

* Robinson's ventilators are used, and are recommended to all who desire a simple and effective method of supplying public buildings with pure air.

This is the second Grammar school-house,—the Bentley being the first,—which has been constructed with a separate room for each teacher. We agree in the opinion, expressed by the committee of last year in their report, that this plan is decidedly preferable to that in which recitation rooms are connected with large halls; and we concur with them in recommending that such of our other school buildings as are worth remodelling should be so altered as to conform to this plan. In the Phillips School especially, we believe that the discipline would be so greatly facilitated and improved by such a change, that we hope the report of next year will chronicle the fact accomplished.

How should parents co-operate in the work of education? None are more deeply interested in the solution of this problem than are parents themselves, by one of whom we will suppose the question to be put; and we would most earnestly, though respectfully, thus reply:—

Let your children be punctual and constant in their attendance. The evils of irregularity in this respect are too little understood or considered. A half-day lost—or even a single recitation omitted—may often, like a “dropped stitch,” cause a serious weakness, an unsightly blemish, in the fabric of education, increasing, as the work, or the wear, goes on. It is a still greater injury to the school or class, which should move on with steady step, and unbroken ranks. If one drops behind, the whole class must wait, or the laggard must be left to his fate. Provide promptly and cheerfully, as you would food or clothing, whatever books or other conveniences may be needed for use at school. The want of these is sometimes almost as detrimental as the absence of the pupil himself.

Be a friend to the teacher. Visit him in his school, and give him your sympathy, encouragement, and approval. Whatever may be your own position, treat him as at least your equal. You need not be *intimate*: perhaps better not so. But be cordial, affable, and deferential. Confer freely with him concerning your child, nor forbid him to speak of frailties as well as perfections. *Trust and respect the teacher.* Exhort your child at home to honor his teacher, as you would have him taught at school to honor his father and mother. Teachers are but human: they must have their share of faults and weaknesses; but do not dwell upon these, nor make them a theme for discussion, either in the family or more publicly. It can do no good: it will do much harm. If you think you have serious cause of complaint, suspend your judg-

ment until you have made full enquiry, and have, courteously and calmly, sought an explanation from the teacher himself. If you are still dissatisfied, you have the right, and it may be your duty, to submit your case to the committee.

Uphold the teacher's authority ; it is his right. You have devolved upon him the most important of your duties ; you cannot withhold the power and the rights which pertain to that duty, and still hold him responsible for its faithful performance. When the pilot assumes the direction of a ship, the prudent commander yields to him the deck and the helm, himself only seeking to enforce the pilot's orders. Do the same by the teacher who is to guide your child across the shoals of ignorance.

With this trite and homely advice, often given, too often unheeded, yet never needless, we close this subject.

Three faithful and efficient assistant teachers have retired from service in our Grammar Schools in the course of the year. The place of one of these it was thought unnecessary to fill. The other vacancies were supplied by the appointment of two graduates of the Salem Normal School, one of whom had done good service in one of our Primary Schools ; and the other had approved herself in a similar manner in an adjoining town.

To say that the value of our public schools depends upon their usefulness were to utter a truism offensive to common sense. Yet there are those who sneer at every doubt that may be expressed with reference to the *use* of any study or exercise which may be pursued in our schools. They tell us that Education is not merely the acquirement of useful knowledge or art, but that it has a higher purpose,—that it disciplines and strengthens the mind, and produces enlarged views, and they conclude by denouncing that narrow utilitarianism which recognizes dollars and cents as the only standard of value. Yet they seldom condescend to explain to us *how* those desirable results are produced, or whether the same degree of benefit may not be gained, at the same time and by the same methods, which are used for imparting instruction of a directly practical value. A competent authority, Secretary Boutwell, says, “It may well be doubted whether studies that are purely disciplinary should ever be introduced into our schools. There are useful occupations for pupils, that, at the same time, tax and test the

mind sufficiently." And Herbert Spencer—that clear-sighted and plain-spoken writer—says, to the same purpose, "It would be utterly contrary to the beautiful economy of Nature, if one kind of culture were needed for the gaining of information, and another kind were needed as a mental gymnastic. Everywhere throughout creation we find faculties developed through the performance of those functions which it is their office to perform; not through the performance of artificial exercises devised to fit them for those functions. * * * * And we may be certain, *a priori*, that the same law holds throughout education. The education of most value for guidance, must at the same time be of the most value for discipline." We would not be misunderstood. We do not undervalue that higher, more generous culture, the worth of which those who lack can measure by their wants, as well as those who possess can by the enjoyment. For those destined to receive this gift, we hope to see greater facilities provided somewhere in our system of public instruction. But we speak of the legitimate purpose of our common Grammar Schools; not their exclusive,—but their primary, paramount, and essential function. In this work-day world, where the "narrow things of home" must ever, as it would seem, constitute the chief concern of the great majority, it is a matter of no slight consequence that a common-school education should fit the future citizen for the humbler, as well as the more exalted, duties of active life. Let us not despise *narrowness*. In temporals, as in spirituals, the "strait and narrow way" is the surest path to success; and we know where, in both, the broad road too often leads.

What should be taught in our public Grammar Schools? The statute answers the question thus: "orthography, reading, writing, English grammar, arithmetic, geography, the history of the United States, and good behavior;" the first three being properly included in the fourth. These branches are all taught in our schools, and generally, as we claim, *well* taught. That they may be taught *better*, with more intelligent appreciation, and more immediate adaptation to the wants of actual life, is nevertheless true.

To speak in the first place of Grammar. The schools under the special care of this committee are termed "*Grammar Schools*." We might reasonably expect therefore that Grammar should be the predominant study in these schools. We have no reason to doubt that a due proportion of time and labor *is* given to the study of our language. But to English Grammar as an *art*, which, as the text-books have it,

“teaches us to express our thoughts in a correct and proper manner,” we could wish that far more attention were paid. It is true that this is not wholly neglected; and in some cases it receives a very commendable degree of care, although these are the exceptions. But we hold that the power of using the mother tongue, with accuracy, directness, and effect, should be the end of Grammar as taught in our schools, and that to this end the study of the forms of the language should be in all cases adapted. To speak well, and to write well,—who does not envy the possessor of these accomplishments? Analysis, or parsing, is of great and undoubted use; as a means of mental discipline it is certainly very effective; yet as an end we believe that it usurps far too high a place. In general the teaching of Grammar is found to culminate at this point. But this is at best only the anatomy of language; of its strength, life, and soul, but a slight knowledge is thus acquired. What would be thought of a mechanic who should employ his apprentices solely in taking work to pieces,—never teaching them the arts of construction? Only frequent exercise under the direction of a competent and careful teacher can supply this deficiency.

Due discretion is not always manifest in the selection of a reading-book, especially for young children. We fear that the tastes and predilections of the instructor sometimes decide the choice, rather than the wants and capacity of the pupil: to *stoop* gracefully is the first requisite of the teacher. Reading is the art of translating vocally the written word, and of supplying that which only the living voice can convey. It involves not only *comprehension*, but quick, appreciative *apprehension*. We know of one teacher at least whose literary taste and spirit so inspire her pupils that even the dullest seem kindled to unwonted fires under their influence.

As Arithmetic is now taught in our schools, empirical rules are for the most part discarded, and the pupil is required to give a rational explanation of every process. Were this explanation spontaneous or original with the pupil, or were it even so clear to his comprehension as to be readily adopted by him, nothing could be more laudable; but in fact it is a set, precise formula, no less mechanical than the discarded *rules*, being dictated by the teacher, and verbose to a degree which naturally must, and evidently does, tend to confuse and encumber the mental perceptions, proving, in some cases, a stumbling-block rather than a guide. Says Prof. Davies, “The mind operates with greater rapidity and certainty, the nearer it is brought to the ideas which it is

to apprehend and combine. Therefore, all unnecessary words load it and impede its operations." We would not return to the old blind system, but we would have the pupil really understand the subject by fresh and original explanations, adapted, so far as may be, to his special wants, not forgetting, either, the advantage of a little judicious neglect, by which he may be compelled to help himself. We would commend the practice, which is becoming common, of selecting and preparing miscellaneous questions, and also of requiring pupils themselves to make questions for their class. A knowledge of the principles of arithmetic, displayed by their successful application in such varied and original ways as to demonstrate the genuineness of that knowledge, we hold to be the true test of sound instruction in this department. We object to the prominence which is given to the distinction between mental and written arithmetic, and especially to the importance that is attached to the former as a separate study. We doubt whether its value is at all commensurate with the enormous amount of time and labor which are bestowed upon it. It is undoubtedly useful by developing the power of abstraction and concentration; and its proper place would seem to be as an accompaniment to written work, by which the principles involved may be illustrated without the encumbrance of large numbers. The two may be properly combined almost from the very beginning of instruction in this branch. In the lowest divisions of one or two of our Grammar Schools we have abundant evidence that much greater progress in this direction may be profitably made than has been customary. We hope to see a similar change in other schools.

The science of numbers is so intimately connected, especially in its practical bearings, with a knowledge of form, quantity, and value, that we could wish that more direct instruction upon these subjects were given than is now incidentally afforded. The properties and relations of the principal geometrical forms might well be taught to the higher classes, and *descriptively* even to the lowest. The meaning of the various "tables" might be made obvious to the senses, and illustrated, by the actual use of simple instruments and sets of weights and measures.

It is to be regretted that so little attention is given to Book-keeping. Girls, no less than boys, might profit by instruction and practice in some simple method of keeping accounts, by the neglect of which so much loss and embarrassment are caused. A better knowledge of the more common forms of business writings is desirable. Although the doctrine of interest, and the various problems growing out of it, receive so much

attention, not one in four of the pupils in the first classes can draw a promissory note correctly in a given case; and scarcely one half can "make out a bill" for goods sold or service rendered, in proper shape.

We are glad to find among our teachers an increasing sense of the need of a higher standard in the manner of teaching Geography. We will suggest one point in particular where improvement seems both desirable and feasible. This science, relating as it does almost solely to visible objects, may be taught more directly by visible representation without the intervention of words. The practice of drawing maps, especially from memory, as a means of fixing in the mind the various configurations and diversities of the earth's surface, is commended as deserving far more attention than it receives. In one school, however, great excellence in this respect has been attained. No doubt time and labor may be spent in this exercise with far greater profit than if given to memorizing dry, verbal descriptions, and answers to "questions on the maps." In the upper classes of some schools, instead of set lessons from the text-book, questions are given relating to various important subjects connected with Geography, to which the pupils are required to furnish answers from such miscellaneous sources as may be within their reach. This practice is very commendable, as it not only affords useful information, but promotes habits of research and opens fresh sources of knowledge. Care is necessary, however, that the important elements and generalities of the science be not neglected in too great attention to detail.

We know one or two teachers—we wish there were more—who make a recitation in History not a mere repetition of crabbed sentences, but a theme for discussion in which pupils and teachers take an interested part. Thus an exercise, which is usually dry, tedious, and monotonous, becomes full of life, zest, and enduring value.

How shall "good behavior" be taught in our public schools?—is a question which more than all others puzzles the educator. That it should be taught practically none will deny. That it should be founded to some extent on correct principles, as well as in habit and self-interest, all will admit. Most teachers with reason congratulate themselves if they secure good behavior within the school room. How far beyond their beneficial influence extends is a point not easily ascertained. But one thing is obvious, that only by securing the respect and good-will of their pupils can they exert such an influence. Only they who constantly manifest that dignified courtesy and that unaffected kindness which at once attract affection, yet repel presumption, that even justice

which regards only desert, and that firm self-control which is the most important element in the character of those who would control others,—can ever hope to govern in the true sense of the word. For the absence of these qualities no degree of professional excellence can wholly atone; their possession may well reconcile us to many imperfections. And, as an important though minor matter, we hope that none of our teachers will forget to enforce, by example as well as by precept, those small proprieties of manner, and that scrupulous regard for neatness in every particular, which children are so prone to neglect, yet so apt to criticize the want of in others.

The *Dryasdust* modes of education are gradually disappearing before the more genial methods which a more cultivated public sentiment demands, and which more thorough preparation for the teacher's work renders feasible. Many of our own teachers display the desire and the ability to teach in a more generous and elevated manner than has been, or yet is, general. We would by all means foster this disposition, and we hope that the members of the Board will by their personal influence take every opportunity to encourage such aspirations where they exist, and to excite them where they are yet dormant. The finer the quality of the teaching, the more danger is there that its fruits will escape notice in formal examinations. The best are not insensible to praise, and policy as well as justice requires that zeal and ability should receive due credit. The conscientious instructor will, however, not forget, through the attractions of this higher teaching, the importance of that drill and routine which can never be dispensed with, however uninviting they may seem in comparison.

The relation of the High to the Grammar Schools is such as to induce an important reflex influence upon the latter. If that school commands in such degree the popular favor as to make a share in its privileges generally desirable; and if the standard of admission be so reasonable as to encourage those of average ability to hope for the enjoyment of those privileges, and at the same time so strict, impartial, and uniform, as to exclude the indolent and careless,—it operates as a powerful stimulus, both upon teachers and pupils of the Grammar Schools. At the same time it may work injuriously by giving the impression that the main purpose of these schools is to prepare pupils for a higher. This is not only a false view, derogatory to the reputation and dignity of the Grammar Schools, but it tends to impair the quality of the instruction imparted by depriving it of completeness and

practicality, and giving it that hasty and superficial character which merely preparatory education is apt to assume. We will quote upon this point a report on the High School, written some years since:—"It is important that the range of studies in the Grammar Schools should be more truly appreciated both by parents and children, and should be extended if possible beyond its existing limits. The studies pursued in the Grammar Schools are the foundation-stones of any thorough education. They are not simply introductory to another grade of instruction, but they are so valuable in themselves that a certificate of their accomplishment should be an honorable passport to every scholar that receives it."

It is easy to criticize. To praise judiciously were a more difficult and delicate, though a more grateful, task. Else we might speak, at length and in detail, of the devoted industry, the persistent patience, the fidelity, zeal, and skill, which are abundantly manifest in our schools. But we content ourselves with cordially commending them as a whole, although by no means faultless, to the confidence of the public.

It has, of late, been said, often and publicly, that our schools are in point of excellence generally below those of other cities and towns of like size and means. We are not prepared to admit or deny the truth of this charge. We do not trace such assertions to any source having that intimate knowledge of our own schools which would justify this disparagement. Yet it is by no means improbable, that in places where we know the expenditure to be more liberal, the organization more systematic, and the arrangements more convenient,—more satisfactory results may follow. It might perhaps be expedient to institute a systematic inquiry with reference to this point. There can be no absolute standard of excellence; and by such a comparison with other schools we may be guided in the improvement of our own.

As the School Committee, we hold in our hands the public schools of Salem, with power to mould them to our will. Teachers, text-books, buildings, and apparatus are but instruments for this purpose. Whatever faults there may be, those faults are ours. The responsibility is upon us; let us not evade it, whether conservation or reform be the dictate of Duty.

For the Second Visiting Committee,

HENRY J. CROSS, Chairman.

NUMBER OF PUPILS, &c. IN GRAMMAR SCHOOLS.

SCHOOLS.	DECEMBER, 1861.			JUNE, 1862.			NOVEMBER, 1862.			Average Number during the year.			Number in First Class at close of year.	Average Age of First Class.	No. trans'd to H. Sch.	Average age of pupils transferred.	No. admitted from lower sch's.	Average Age of Pupils admitted.	No. Teachers
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
BENTLEY...		198	198		168	168		165	165	177	177	156	15	14.08	7	13.95	29	10.65	4
BROWNE....	76	74	150	69	64	133	67	67	134	68	139	137	11	14.13	8	13.89	34	10.03	4
EPES.....	38	28	66	40	31	71	31	24	55	36	64	59	4	14.19	1	12.50	17	10.35	2
HACKER.....	116		116	98		98	93		93	102	102	97	14	14.65	8	14.28	22	10.71	3
HIGGINSON.		183	183		178	178		168	168	176	176	158	12	15.93	3	16.22	13	10.98	4
PHILLIPS....	197		197	171		171	147		147	172	172	161	13	14.08	3	14.20	25	11.04	5
PICKERING.	84	86	170	73	78	151	67	74	141	75	155	142	15	14.37	1	12.92	32	10.68	4
	511	569	1080	451	519	970	405	498	903	456	985	910	84	14.50	31	14.18	172	10.58	26

INTERMEDIATE AND PRIMARY SCHOOLS.

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INTERMEDIATE.

There are seven Intermediate Schools, each with a Primary Department.

ABORN STREET SCHOOL. *District Limits:* South, "Town Bridge," and continued to the West limit; West, City boundary; North, City boundary; East, North River. *Teachers,* Sarah S. Saunders, Principal; Abbie F. Nichols, Assistant. *Committee,* Daniel Varney.

BENTLEY SCHOOL. Intermediate—*District Limits:* All East of E. R. Road in Washington street. *Teachers,* S. Augusta Brown, Principal; Eliza G. Cogswell, First Assistant; Sarah E. Honeycomb, Assistant. Primary Department—*District Limits:* On the North and West a line through centre of Pleasant street to Forrester, up Forrester to Newbury street; thence to Browne, St. Peter, Essex, Central, Lafayette, to South Bridge; on all other sides the water; returns to Pleasant by Webb and Bridge streets. *Committee,* William P. Goodhue.

BROAD STREET SCHOOL. *District Limits:*—East, Eastern Railroad; North, the North River, from Eastern Railroad to North Bridge; thence along centre of North street to middle of Essex street, through Essex to Flint, across Broad to Phelps' Court; South, the Mill Pond, from foot of Phelps' Court to Eastern Railroad. *Teachers,* Caroline Stevens, Principal; Matilda Roberts, First Assistant; Sarah E. Babbidge and Anna M. Bates, Assistants. *Committee,* John B. Shepard.

BROWNE SCHOOL. *District Limits:* South Salem. *Teachers,* Caroline Weeks, Principal; Augusta Arrington, First Assistant; Harriet M. Tyler and Harriet E. Lewis, Assistants. *Committee,* Aaron Goldthwait, jr.

FOWLER STREET SCHOOL. *District Limits:* South, Mill Pond from foot of Phelps' Court, across Broad through Flint (including both sides of the Court and of Flint street,) down centre Essex to North, along North to Bridge; North River from Bridge to Boston street, and a line across the street at Town Bridge; West, the City limits. *Teachers,* Hannah E. Morse, Principal; Mary E. Dockham, Assistant. *Committee,* Henry F. Skerry.

NORTH STREET SCHOOL. Intermediate—*District Limits:* North Salem. *Teachers,* Maria Cushing, Principal; Elizabeth C. Russell, First Assistant; Lucy A. Smith and Caroline Symonds, Assistants. Primary Department. *District Limits:*—Includes all North Salem East and North of Barr, School and Grove streets, to the entrance to Harmony Grove, including both sides of the above named streets. *Committee,* J. S. Symonds.

PHILLIPS SCHOOL. Intermediate. *District Limits:* West, Eastern Railroad, centre of Washington street; all other sides by the water. Primary Department, *District Limits:*—Through the centre of Pleasant street to Brown, through the centre of Brown, St. Peter, Essex, Central and Lafayette streets to the South Bridge; thence by water to Webb street, which it follows to Bridge and Pleasant streets. *Teachers,* Celia E. C. Goodspeed, Principal; Margaret E. Webb, First Assistant; Abby R. Sweetser and Jeanette Gerald, Assistants. *Committee,* James Emerton.

PRIMARY.

There are three Primary Schools not connected with an Intermediate.

BRIDGE STREET SCHOOL. *District Limits:* All Northey street with the court leading from it; from corner of Northey and Bridge street down centre of Bridge street to Essex Railroad, including all North and East of the above named boundary. *Teachers,* Sarah E. Francis, Principal; Frances A. Treadwell, Assistant. *Committee,* William B. Brown.

MASON STREET SCHOOL. *District Limits:* All that portion of North Salem not included in the North street Primary District. *Teachers,* L. L. A. Very, Principal; Emeline M. Littlefield, Assistant. *Committee,* J. S. Symonds.

WILLIAMS STREET SCHOOL. *District Limits:* West, the Eastern Railroad from South to North River; thence, through Bridge street, (including both sides and Court running therefrom to River,) to West corner of Northey and Bridge streets; thence down centre of Bridge street to Pleasant, through centre of Pleasant to Brown street, through centre of Brown, St. Peter, Essex, Central and Lafayette streets to South Bridge; thence by South River to Eastern Railroad. *Teachers,* R. Annie Harris, Principal; Mary E. Davis, Assistant. *Committee,* William B. Brown.

The following Text books are prescribed for the Intermediate and Primary Schools:

Hillard's Third Primary Reader.

Tower's Gradual Reader.

Tower's Intermediate Reader.

Tower's Second Reader.

Tower's Primer.

My First School Book.

Bumstead's Spelling and Thinking.

Colton and Fitch's Introductory Geography.

Colburn's First Lesson's in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Each scholar must be provided with a Multiplication Table and Slate.

REPORT ON INTERMEDIATE AND PRIMARY SCHOOLS.

In conformity to the rules, the Third Visiting Committee present to the Board their Annual Report for the year just completed.

During the past year they have given considerable attention to the different schools under their charge, and are of the opinion that they pass them over to the charge of their successors, in as good condition and with as fair a prospect of future success, as they have had for several years; at the close of the year nearly fifteen hundred pupils belonged to these schools.

Your committee desire to make a few suggestions to the parents which may have a tendency to raise the standard and improve the discipline in our schools.

In order to raise the standard, we must have more regular attendance. In the schools under this committee's charge there are, perhaps, necessarily more cases of absence, than in schools of a higher grade; but in our opinion, there need not be one half the cases that have existed the past year. It is quite common for the parents of these children who are the most frequently absent, to find the most fault because they were not promoted, when such and such ones were, who perhaps have been very constant and not been obliged to pass over any of their lessons.

Perhaps one tenth of the number of pupils make more applications to be dismissed before the close of the session, than the other nine-tenths. We might somewhat pertinently ask—Why is this? Our experience teaches us that the frequent occurrence of these applications makes more trouble to the teacher than all the time spent in instructing these same pupils, and we feel that the teacher would be fully justified in refusing to comply with such requests where they are too frequently made, unless some urgent reason is given.

Truancy still exists to a considerable extent. We find it very difficult to secure suitable co-operation on the part of all parents, and the teachers have exhausted all means at their disposal to prevent it, without avail. What course to recommend, or what, if recommended, we could legally pursue, your committee feel belongs more properly to those who are better versed in such matters.

It has been our experience frequently to hear parents finding fault

with the many changes in books. We desire to improve this opportunity to answer that as far as this committee is concerned, but one new book has been added to their list, for the last five years; and all that requires a change in books, is in passing from one class to another. Now, we cannot for a moment think that those who find the most fault in this respect, would desire to have their children continue to study in a primer when they were capable of studying a more advanced book; neither would they wish to have them enter the Grammar schools and pursue Intermediate studies. Now, if they will let reason work to a limited extent, it must be apparent that some change will be necessary in each class they enter; otherwise their advancement would be merely in name.

The change that was made, reducing the standard in mental arithmetic for qualification to the Grammar schools, and requiring instruction in written arithmetic in addition, subtraction and multiplication, has been a great benefit to the graduating classes; it has served to create an interest in the naturally dull and uninteresting study of the mental alone. We believe that they are better qualified for advancement than they have been on previous years. Some schools have accomplished much more in the written work than is really required, and that, too, with less tax on the minds of the pupils, and with as little effort on the part of the teachers, as in former years under the old regulations.

Your committee have noticed that different courses are pursued in written exercises by different teachers. Some make frequent use of the blackboard; others allow them to do most of the work on their slates; either course may accomplish its object so far as instructing the child goes; but by careful observations we are fully convinced that when a child has been accustomed to stand at the blackboard before the school and perform his work, he will have much more confidence before strangers, and will, in a great measure, lose that timidity which we frequently see in our schools; we are aware that in some schools the blackboards are otherwise occupied a great part of the time; but that is no reason why they should not be put to the use they were intended for; otherwise we might dispense with a good portion of them, and a more cheerful color be given to the walls; we hope to see some change in this respect.

It has been noticed by the committee that a full compliance with the regulations has not been adhered to, by all the teachers; as we have but one uniform set of regulations for our schools, it is hoped that a more full compliance will be noticed hereafter, particularly in reference to

being at their desks ten minutes before the time to commence the exercises ; for if the teacher is known to disregard the regulations of the committee, the child may feel justified in disregarding the rules of the school ; also, not to dismiss until the hour assigned ; and as there is a specified time allowed for recess, it is hoped that it will not be unreasonably extended.

It has been observed that for some slight offences just penalties have been awarded, which, if carried out to the letter, would do very well ; but at times the offence and punishment are of such a nature, that they are forgotten altogether, or until it would seem unwise to bring the matter up anew ; in the opinion of your committee, nothing will lessen the authority of the teacher more, than to give a pupil to understand that he is to receive a punishment for some offence, and then allow it to wear along until it is forgotten altogether ; it has a tendency to lessen that respect which every teacher ought to command. It would be far better to allow many little faults, such as most restless children are liable to commit, to go unnoticed, and apparently unseen, than to undertake that which you never intend to carry out, or have so little thought in reference to as to forget them.

It may be necessary to make a change in the Fowler street and Aborn street districts in order to relieve the latter—the number having increased beyond the accommodation of the buildings in this District, while in the former there are two spare rooms, each suitable to accommodate fifty pupils—and place the additional teacher in the former, instead of the latter as the committee were authorized to do by the Board some few months since.

The departments belonging to the Phillips Intermediate and Primary schools are inconveniently arranged and in separate buildings ; it would be quite objectionable and some better provision would be urged were it not for the fact that the city would be paying rent for a building several years which is not needed for any other purpose.

The subject of providing desks for the lowest departments has often been brought to the notice of the committee. It does appear as essential for these little ones to have a place on which to rest their books and slates, as for older ones ; perhaps we might more justly claim that they should be provided with them for physical reasons, as it must necessarily injure one to sit in such an awkward, doubled-up position, as these children are obliged to be in when studying or writing upon their slates ; we frequently observe them after they have been remaining in

school for an hour or two, turning around sideways, and trying to rest themselves with their arms over the backs of their chairs, at other times in an awkward position over one of the arms, in order to obtain a little rest, which would seem impossible for them to dispense with; this gives the appearance of disorder, and their being called to an account by the teacher, when nearly the whole trouble arises from the need of a desk. We earnestly call the attention of the Board to this subject.

The Aborn street school has for a few years been improving in its standing. We have good reason to believe that, with the present successful teachers, it would have compared favorably with any other of the same grade, had not the number of pupils been unreasonably large for two teachers during the last year; the two teachers having charge of as many as is generally considered sufficient for three.

The Bentley Intermediate and Primary school, continuing in charge of the same teachers that have for a number of years given such unmistakable satisfaction, fully sustains its past reputation.

The Bridge street school has been ably instructed in both departments, doing credit to the teachers and giving universal satisfaction to the district.

The Broad street school has within about three years made an entire change in the assistant teachers. This has, as a natural consequence, had a tendency to lower the previous high standing of the school; but having secured a permanent and efficient corps of teachers, the school is fast regaining its past standing, and gives good evidence of ranking among the first of its grade at no distant day.

The Browne Intermediate and Primary school has a most worthy and successful corps of teachers, as a few visits to the school will give one abundant proof, and as far as your committee are informed the most perfect harmony exists between teachers, pupils and parents.

The Fowler street school is conducted by able and faithful teachers, who, we feel assured, will exert every energy to give it a high position among its class.

The Mason street school has been taught for the last six years by the present principal, although several changes have been made in the assistant's department. The school at the present time stands as well as the irregular attendance, and disinterested element which exists to a considerable extent, will justify the committee in expecting.

The North street school has been very fortunate in retaining the services of the present persevering and successful teachers for several

years past. We consider that its present standing will compare favorably with any other under the charge of this committee.

The Phillips Intermediate and Primary school has, within the last three or four years, undergone many changes in teachers, which does necessarily impair its standing somewhat. We are of the opinion that if the teachers now employed can remain in charge for a reasonable time, the school will be much benefitted thereby.

The Williams street school, although alphabetically last, is far from being the least in the estimation of this committee, as they are fully satisfied that it is conducted with that energy and ability which is sure to accomplish, in a great measure, the high aim of worthy teachers.

Respectfully submitted for the Third Visiting Committee,

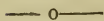
J. S. SYMONDS, *Chairman.*

Int. & Primary Schools. — Intermediate.	NUMBER OF PUPILS.			Average Attend- ance.	Transf'd to Gram'r Schools.	Av. Age of those transf'd.	No. Teachers
	Dec. '61.	June, '62	Nov. '62				
ABORN ST.....	113	135	117	99	17	10.35	2
BENTLEY.....	148	140	161	118	29	10.65	3
BROAD ST.....	207	220	226	164	30	10.95	4
BROWNE.....	186	231	238	194	34	10.03	4
NORTH ST.....	200	199	223	167	32	10.68	4
PHILLIPS.....	159	166	168	150	16	11.26	4
	1013	1091	1133	892	158	10.61	21
Primary.					Transf'd to Inter. Schools.		
BRIDGE ST.....	66	67	72	56	9	10.34	2
FOWLER ST.....	87	103	104	90	22	10.24	2
MASON ST.....	57	75	83	60	5	11.42	2
WILLIAMS ST....	68	99	103	75	19	9.62	2
	278	344	362	281	55	10.15	8

It appears evident that the examination for admission to schools of a higher grade, has varied in strictness, either to conform to the different ideas of the examiners or to the circumstances of the several schools.

The ages of those transferred to the Grammar Schools, vary from 7 yrs. 11 mos. to 14 yrs. 9 mos.

REPORT OF THE EXECUTIVE COMMITTEE.



The Executive Committee respectfully present their Annual Report :

The Committee have discharged the various duties imposed upon them by the Rules of the Board as follows :

They have prepared the Annual Return and Certificate required by law, and have caused the same, together with the last Annual Report, to be transmitted to the Secretary of the Board of Education. They have made arrangements for the supply of school-books, complying in this respect more strictly than heretofore with the requirements of the statute. By this means they have been able, notwithstanding the great advance in the wholesale and retail prices of books, to prevent a material enhancement of expense, either to pupils in the schools or to the city. They were also so fortunate as to secure a supply of fuel for the year before the great advance in the price of this article. In making necessary repairs on school buildings, and supplying furniture and other wants of the schools, they have been embarrassed by their desire not to exceed the appropriation made by the City Council. In this they have been more successful than they expected, although they believe that true economy would have warranted a greater outlay, inasmuch as some of the schools are in want of many conveniences, and much of the school property suffers from need of due attention and repairs. They have also employed janitors to take charge of the school buildings; and have initiated a more uniform and regular system of duties for these officers. They have made, under the direction of the Board, considerable improvement in the heating apparatus of several school-houses, and would recommend further attention to this matter. They have audited and approved demands against the city, on account of expenditures made under the authority of the Board, for the purposes, and to the respective amounts, exhibited in the statement appended.

The Committee can scarcely hope that any considerable abatement of the expenses of this department can be made during the coming year, but this is a point of which our successors will be the most

competent judges. With regard to the proposed alteration of the Phillips school-house, which subject was referred to this committee, they would recommend the same to the favorable consideration of the incoming City Government and School Committee.

For the Executive Committee,

S. P. WEBB, *Chairman.*

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*Current Expenses of the Public Schools for the Fiscal Year
ending December 31st, 1862.*

For Salaries of Teachers :

<i>High School :</i>	-	-	-	-	-	\$3,037 36
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Grammar Schools :

Bentley,	-	-	-	-	1,262 50
Browne,	-	-	-	-	1,725 00
Epes,	-	-	-	-	1,225 00
Hacker,	-	-	-	-	1,472 63
Higginson,	-	-	-	-	1,275 00
Phillips,	-	-	-	-	2,070 82
Pickering,	-	-	-	-	1,725 00

Salaries of Grammar School Teachers,	\$10,755 95
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Intermediate Schools :

Aborn Street,	-	-	-	474 99
Bentley,	-	-	-	700 00
Browne,	-	-	-	900 00
Broad Street,	-	-	-	900 00
North Street,	-	-	-	900 00
Phillips,	-	-	-	830 49

Salaries of Intermediate School Teachers,	\$4,705 48
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Amount carried forward	-	-	-	\$18,498.79
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Amount brought forward	-	-	-	\$18,498 79
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Primary Schools :

Bridge Street,	-	-	-	450 00
Fowler Street, -	-	-	-	446 11
Mason Street,	-	-	-	366 67
Williams Street,	-	-	-	450 00

Salaries of Primary School Teachers,				<u>\$1,712 78</u>
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Whole amount of Salaries,	-	-	-	<u>\$20,211 57</u>
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Other Expenses :

Repairs,	-	-	-	1,304 19
Care of Houses,	-	-	-	994 69
Books, -	-	-	-	873 40
Stationery, -	-	-	-	37 69
Printing, -	-	-	-	299 58
Rents,	-	-	-	396 25
Fuel,	-	-	-	1,627 49
Stoves, &c., -	-	-	-	238 97
Teaming, -	-	-	-	28 32
Messenger, -	-	-	-	50 00
Incidentals,	-	-	-	409 74

	<u>\$6,260 32</u>
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Total Disbursement (carried up)	-	-	<u>\$26,471 89</u>
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Total Disbursement, brought forward	-	-	\$26,471 89
Received for Tuition from a Non-Resident		30 00	
Received from Sales of Books	-	444 50	
		<hr/>	474 50
Net Expenses of Schools,	-	-	\$25,997 39
Received from the State School Fund	-	787 84	
Received from the Browne Fund,	-	200 00	
		<hr/>	987 84
Net Charge upon the City Treasury,	-	-	\$25,009 55

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The Salaries paid to Teachers at the present time are as follows :

Master of the High School, \$1500.

Assistants in High School, respectively, \$700, \$400, \$350, \$350.

Principals of the Browne, Pickering, Epes, Phillips, and Hacker Grammar Schools, each \$950.

Principals of the Bentley and Higginson Grammar Schools, each \$500.

Sub-Principal of the Phillips School, \$300.

Sub-Principal of the Higginson School, \$275.

Assistants in the Grammar Schools, each \$250.

Principals of the Intermediate Schools, each \$275.

First Assistants in the Intermediate Schools, each \$225.

Principals of Primary Schools, each \$250.

Assistants in Intermediate and Primary Schools, each \$200.

BOARD OF SCHOOL COMMITTEE.

1862.

STEPHEN P. WEBB, (Mayor,) CHAIRMAN ex officio.

STEPHEN G. WHEATLAND, (President of Common Council,) Member ex officio.

FIRST VISITING COMMITTEE.

ROBERT S. RANTOUL, Chairman.

WILLIAM R. PICKMAN, HENRY K. OLIVER.

SECOND VISITING COMMITTEE.

HENRY J. CROSS, Chairman.

STEPHEN B. IVES, JR., CHARLES A. ROPES,
EDWARD H. KNIGHT, RIPLEY ROPES,
JACOB PERLEY, JOHN H. STONE.

THIRD VISITING COMMITTEE.

J. SHOVE SYMONDS, Chairman.

WILLIAM B. BROWN, WILLIAM P. GOODHUE,
JAMES EMERTON, JOHN B. SHEPARD,
AARON GOLDTHWAIT, jr., HENRY F. SKERRY,
DANIEL VARNEY.

EXECUTIVE COMMITTEE.

Messrs. WEBB, WHEATLAND, RANTOUL, CROSS, and SYMONDS.

JOSEPH CLOUTMAN, SECRETARY.

NOTE. Messrs. Ives and Varney were elected in October, to fill the places respectively of Messrs. J. V. Browne and Joseph A. Dalton, resigned. The decease of Mr. Stone, and the resignation of Messrs. Emerton, Oliver, Rantoul, and Shepard, late in the year, left vacancies which were not filled until the annual municipal election.

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1862/63

CITY DOCUMENT, No. 4.....1864.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.

JANUARY, 1864.

SALEM:

Printed by Charles W. Swasey, 27 Washington St.

1864.

CITY DOCUMENT, No. 4.....1864.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.

JANUARY, 1864.

SALEM:
Printed by Charles W. Swasey, 27 Washington St.
1864.

At a meeting of the School Committee of Salem, January 18, 1864, it was

“ Ordered, That the Annual Reports of the Committces be adopted as the Annual Report of the School Committee; and that the Executive Committee be requested to have the same printed in sufficient numbers for the use of the inhabitants of the City.”

Attest :

STEPHEN P. WEBB, Secretary.

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1862/63

HIGH SCHOOL.

Master,
GEORGE H. HOWISON.

Assistants.
LOIS T. C. HOWISON,
MARGARET MACGREGOR,
ELIZABETH M. FESSENDEN.

CITY OF SALEM, *In School Committee,* }
January 18, 1864. }

THE FIRST VISITING COMMITTEE beg leave to submit
the following

ANNUAL REPORT

of their doings, and of the condition of the High School:

At the commencement of the present *municipal* year, when the undersigned assumed the charge of the school, it contained about one hundred pupils. At the commencement of the *school* year, in December 1862, it contained one hundred and seven. Nine of these, however, were members of the class then just graduated, and had returned to the school only temporarily, and with a design of remaining only till an opportunity for employment offered. All but one, we believe, had left during the two months intervening between the commencement of the school, and that of the municipal, year.

At the close of the school year, in November, the school contained seventy two pupils, according to the register. Seventeen of these constituted the senior, or graduating class. To all of them—five boys and twelve girls—the regular diploma of the school was awarded, upon the test of a thorough written examination, covering the ground of their entire work, and occupying five days. It is due to them, no less than to their teachers, to say that they exhibited a most gratifying proficiency and scholarship, and endured the test in a most satisfactory manner. A public exhibition, by six of this number, *chosen by the class themselves*, was listened to with great pleasure by a large audience, and was in the highest degree gratifying to all concerned. One member of this class entered the Freshman Class of Brown University, in September, with highly creditable rank.

Of this class of seventeen, ten have chosen to continue members of the school, constituting its fourth, or advanced, class, with the design of remaining another year. They are regularly classified, and pursuing a systematic course of study. Two others are also in the school, at present, for the purpose of pursuing certain special studies, but are not classified.

Forty candidates, (twenty four boys and sixteen girls,) presented themselves for examination for admission to the Junior Class, in December. Of this number, thirty seven (twenty one boys and sixteen girls,) were admitted, upon the probation prescribed by the regulations. The undersigned thought it proper, under the circumstances, to relax the strictness which has sometimes prevailed, with regard to the three rejected candidates, and, with their consent and that of their parents, they also were admitted upon a six weeks probation, at the end of which time it will be determined whether they are able to maintain themselves in the school.

The whole number of pupils whose names are borne upon the Register of the school, at the present time, is one hundred and three, (103,) of whom fifty are boys, and fifty three are girls: being a few more than it contained a year ago.

The per centage of attendance throughout the year has been, among the Boys, 96.2; among the Girls, 95.4; in the school, 95.7. It is hardly possible to expect to improve much upon this average, taking into consideration the ordinary vicissitudes of accident or sickness. In another respect, however, the Committee regret to notice matters which might be much improved. In *punctuality* of attendance, the school is not up to the standard of perfection, where we should be glad to see it. The Register shows a state of things in this regard very much to be regretted. Cases of tardiness have been very frequent, and, as we learn from the Master, have been increasing in number. This is partly owing, no doubt, to the fact that, under the Regulations, the school is opened, during the winter season, half an hour earlier than any of our other schools. This, however, seems to be necessary under the present single session system, and the undersigned hope that the parents of pupils may, in future, give such attention to the subject, as shall remedy the evil.

Another, and kindred cause of annoyance and injury to the school is the growing custom, on the part of parents, of requesting that pupils may be dismissed before the usual hour. A little reflection will show not only that such interruptions of the regular course of proceedings can not but be injurious to the pupils, who are thus released, but that it must be accompanied by disorder and annoyance to all concerned. It is an evil, too, which can not be corrected by the teachers. They can not (even would their other occupations afford time,) undertake to judge of the necessity or propriety of the request, in each particular case. They must necessarily assume that it is reasonable, and grant it, without an examination which would, in many cases, be deemed impertinent, and in all cases be troublesome and laborious. We trust that the parents of pupils will see to it, that such things shall not, in future, be as frequent as they have been.

With the exception of these minor, and comparatively trifling defects, the Visiting Committee believe that the

school is in highly satisfactory condition, and is steadily improving.

Its discipline is admirable, and has become not only exact, but habitual. We think no one can visit it, or see it about its ordinary and daily labor, without becoming convinced that it is a place where *work is done*, and done thoroughly. A spirit of zealous industry, of energetic and systematic labor, of well defined and understood purpose, is visible in every part of it. This is owing, undoubtedly, in a great measure, to the careful discipline which has been maintained:—but, we think, it is still more the result of the careful classification which has been sought, and to a great extent attained. We are aware that in this matter, we are touching a somewhat disputed point, but it seems too plain for argument that a school, not properly classified, can do no profitable work. Some complaint has been made, in particular cases, of the operation of the principle, upon which we have sought to manage this matter. Surely none can be, of the principle itself. While all will admit that any pupil can work with more benefit to himself, upon subjects not beyond his reach, and with companions not more proficient than himself, it is by no means easy to apply the principle to practice. If the result of a year's work shows that any given pupil has not attained such mastery of his subject, as to make it expedient for him to continue a study with profit, surely all will agree that it is better for him to do his work over again, rather than labor helplessly on, a mere drag upon his class-mates and companions. The difficulty lies in determining what cases do, and what do not, call for the application of such rule. There is equal danger in too great laxity, and in too great strictness:—for while the latter will operate to discourage those who only need encouragement, the former will infallibly demoralize a school, and hopelessly retard its progress and its work. The undersigned have earnestly and conscientiously endeavored to take a course which should, so far as may be, avoid either extreme. A careful registration of merits for each recitation, throughout the year, has been kept. Semi-annual ex-

aminations, upon written questions, carefully prepared so as to test the knowledge of pupils upon all studies pursued during the half year, have been had. The result of such examinations graded upon a standard similar to that applied to the recitations, and compared with the average grade attained during the year, has been the basis of action, in determining the standing of every pupil. Mistakes and errors of judgment will unquestionably occur, but it seems to us difficult to devise a plan more likely to eliminate them.

Tested by this standard, we found *eleven* pupils who had failed to attain an average grade, equal to two-thirds of the maximum. A similar test, applied at the end of the school year in 1862, showed no less than *thirty eight* failures, as we are informed. We could not but consider this great improvement as an indication, not only of the correctness of our mode and system of action, but of the benefits derived from it. For the purpose, however, of correcting any errors, and of enabling any pupils, who, under this standard, had not entitled themselves to promotion, to show to us and their teachers that they could maintain themselves, we have temporarily waived a strict application of the rule, and they are now *provisionally* promoted. The result will soon be known:—and we trust it will be seen in an increased zeal for study, and appreciation of the advantages which are enjoyed.

We repeat that we believe the condition of the school is steadily improving, both in discipline and scholarship. A constant supervision and frequent visits have satisfied us of this fact. We believe the same opportunities of observation would satisfy all others, and to this end we could most earnestly invite all our fellow citizens, not only our fellow laborers upon the Board of School Committee, but all others interested in the cause of education, and the welfare of the children of the city,—and especially all parents,—to visit the school and see it for themselves. And we ask this, not only for the purpose of having others agree with us in our opinion of the school, but for the good of the school itself. Nothing can possibly tend more directly to

benefit a school, especially a High School, than the manifestation of interest in it, on the part of those who really have an interest. Not only does it encourage teachers and Committee men, but it is an incentive to pupils, such as can be furnished in no other manner.

For a considerable time, under an order of the Board, this Committee have been seriously engaged in devising a plan for increasing the usefulness of the school, by the establishment, within it, of a more exclusively classical department. Sympathizing as we all did, with the feelings of many of those who regretted the abolition of the old Latin School, and its consolidation in the present organization, we have devoted much time and thought to the subject of the order above named. A system, by which we hoped to secure the advantages of a Classical Department, for the benefit of boys fitting for College, without interfering with the general symmetry of the present plan, has been substantially perfected.

Subsequent movements, however, not only in the School Committee, but among the citizens generally, which have been brought to our notice, looking to a more radical change in the school, have caused us to abstain from making any report, at this late period in the municipal year, not choosing to do what might seem to forestall other action, or at least preclude our own judgment on any proposed course of action. Whatever will be for the best good of a school, for which we have zealously labored, and in which we have become greatly interested, shall certainly receive our most cordial support. That there is much about it which is capable of improvement, we are most willing to admit. That there is much misconception of its true standing and condition, and much undeserved reproach and censure thrown upon it, we know too well. That those who complain of it, do so without accurate knowledge, we have great reason to fear.

The great and lamentable fact that within five or six years the school has diminished in numbers one half, and now contains but one hundred and three pupils against two hundred and twenty four, in 1858, is well known to us, and is the source of unfeigned regret. The cause of such fall-

ing off is not so clear to us as it appears to be to some of those who are interested in the subject. Perhaps there is as much diversity of opinion among those desirous of a change, in regard to the causes of complaint, as there is in regard to the mode of remedy.

This is not the place to discuss the important questions raised by these considerations:—or rather we should say, that being forewarned that we may be called upon to act officially in regard to the matter proposed by the rumored requests of our fellow-citizens, we feel that it is judicious in us to abstain from expressing any definite opinions, which subsequent information might cause us to modify. One thing, however, we may safely say, and that is, that, without determining whether the consolidation of this school has tended to diminish the standard of classical education in the city, it is by no means just to charge upon it the fact that the number of boys sent to college from the city has so materially decreased, since the same fact might just as well be charged upon the private schools.

And we may add this further statement, that, in our own judgment, never has the standard of a true classical education been higher, even in the flourishing days of the old Latin School, of which we are all so proud, than in this school at the present time. True, the number pursuing a preparatory course for College is lamentably small, but we are sure that those who do leave the School to enter College, will leave it well fitted. One has already demonstrated this, during the past year. Others, now in the School, will add strength to our statement, during the present and future years. An encouraging fact to us, who are desirous of attaining this standard of Classical excellence in the school, may be stated in regard to the present Junior Class of thirty nine. Under our system, they were allowed the choice of commencing the study of Latin or French. Of the whole number, thirty six elected to study Latin, including every boy in the Class. And there is good reason to suppose that a considerable proportion of them do it, with

the expectation, or at least the hope, of pursuing the regular preparatory course for College.

The Committee can not close this report without expressing their cordial regard for the capacity and faithfulness of the entire corps of Teachers in the School. All of them have labored zealously, earnestly and successfully, in the great cause to which they are devoting themselves. During the past six months, considerable embarrassment has been felt, owing to disappointments in filling the place of Second Assistant. Miss Cole, who was elected to the position in the summer, after keeping us in suspense for a long time, finally compelled us to relieve her from her engagement. Her place was filled temporarily, and afterwards by a permanent appointment, by Miss Mary M. Tucker, whose services were in every respect most acceptable and valuable. The sickness of a near relative compelled her, most reluctantly, to resign her position, and we, quite as reluctantly, felt constrained to yield to her wishes.

Under the authority of a vote of the Board, we have employed Miss Elizabeth M. Fessenden, as a temporary assistant until the end of the present term.

WM. RAWLINS PICKMAN,
STEPHEN B. IVES, JR.
ROBERT C. MILLS.

APPENDIX.

Certain changes in the organization of the High School, reducing the number of teachers, were made during the last summer. As a matter of simple justice, it is thought proper to publish, with this Report, the following preamble and resolutions, which were unanimously adopted by the Board of School Committee, at a meeting held August 6th, 1863.

“Whereas it has been thought expedient by this Board, solely for prudential and economical reasons, so to change the organization of the High School as to dispense with the services of a Sub-master; and

by that means to deprive the incumbent of that office, Mr. JOHN ORNE, JR., of his position in the School; as a matter of simple justice, it is

Resolved, that the School Committee of the City of Salem, in taking the action which has resulted in depriving Mr. John Orne Jr. of his position as the Sub-master in the High School, were influenced by no motives reflecting in the slightest degree upon his capacity and entire fitness to occupy the place which he has held during his connection with the School, but solely by the conviction that the office of Sub-master has become unnecessary.

Resolved, that this Committee bear willing testimony to the uniform success which has attended Mr. Orne's services in our High School; to the zeal and skill with which he has ever performed his duties, and the learning and thorough scholarship which he has manifested.

Resolved, that Mr. Orne will carry with him to whatever new post of duty he may take, the esteem of all who have been connected with him, in the affairs of the Salem High School, and that this Committee cheerfully and cordially recommend him to all who may need his services as an accomplished gentleman and admirable instructor, competent to give satisfaction in any position in any school.

Resolved, that the Board of School Committee have learned with deep regret, that MISS CAROLINE LORD, now and for many years First Assistant in the High School of this City, has declined a reëlection to that position; and that, in acquiescing in her decision to retire from the School where she has labored so assiduously and so successfully, the Board desire formally to acknowledge their appreciation of her valuable services, and their estimation of her as an accomplished and most competent teacher, who has never failed to give complete satisfaction in the performance of the responsible and arduous duties entrusted to her."

GRAMMAR SCHOOLS.

BENTLEY. For Girls residing east of the middle of St. Peter and Central streets. *Teachers:* Mary J. Fitz, Principal; Anna Whitmore, Mary A. Colman, and Margaret A. Dunn, Assistants. *Committee,* Edward H. Knight and Henry J. Cross.

BROWNE. For Boys and Girls residing in Ward Five. *Teachers:* Jacob F. Brown, Principal; Adeline Roberts, Ellen M. Peirce, and Abbie Baker, Assistants. *Committee,* Daniel D. Winn.

EPES. For Boys and Girls residing in Ward Four, north and west of the "Town Bridge." *Teachers:* Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee,* Jacob Perley.

HACKER. For Boys residing in Wards Three and Four south and east of the Town Bridge and west of the middle of North and Summer streets; also in Ward Six, that portion of Mason Street west of the Mason St. school-house, with the streets lying south of the same *Teachers:* Thomas H. Barnes, Principal; Harriet N. Felton and Margaret G. Stanley, Assistants. *Committee,* Samuel P. Andrews.

HIGGINSON. For Girls residing west of the middle of St. Peter and Central streets, south and east of the Town Bridge, and in that part of Ward Six described above. *Teachers:* Mary L. Shepard, Principal; Elizabeth T. Dike, Sub-Principal; Sarah A. Lynde and P. Elizabeth Church, Assistants. *Committee,* Henry J. Cross and Edw. H. Knight.

PHILLIPS. For Boys residing in Wards One and Two, and in Wards Three and Four east of the middle of North and Summer sts. *Teachers:* Silas Peabody, Principal; Caroline Roberts, Harriet C. Gray, and Aroline B. Meck, Assistants. *Committee,* James Upton.

PICKERING. For Boys and Girls residing in Ward Six—that portion excepted which belongs to the Hacker district. *Teachers:* Wm. P. Hayward, Principal; Sarah E. Cross, Mary A. Cross, and Eliza S. Symonds, Assistants. *Committee,* Charles A. Ropes.

REPORT ON THE GRAMMAR SCHOOLS.

The SECOND VISITING COMMITTEE respectfully submit their Annual Report upon the Grammar Schools:

The state of the schools under their supervision, as indicated by the recent annual examination, is on the whole quite satisfactory to the Committee. Two days were assigned to the examination of the schools:—that of the first day being by written questions; while that of the second day was conducted orally, by the Teachers. The result shows a considerable disparity in the comparative attainments of the schools, and even of different classes in the same school. Yet the Committee have good reason to think that all the Teachers have endeavored to discharge their duties with commendable fidelity and diligence, and that the measure of their success may have been largely determined by the nature of the material they have had to work upon.

Two Assistant Teachers have been appointed during the year to fill vacancies occasioned by resignation of office; and one has been transferred to another district.

There has been no change in Text books, with the exception of the introduction of D. P. Colburn's Common School Arithmetic—a book deemed better adapted to the use of Grammar Schools than the larger work by the same author, which it supersedes.

The application of the School Committee for a somewhat extensive alteration of the Phillips School house met with a favorable response from the City Council. It was evident that no such arrangement was possible as would afford the comfort and convenience of our more recently erected school buildings. The result has perhaps answered every reasonable expectation. In the opinion of its Special Committee, the discipline of the school has improved in a marked degree, and the Teachers have been enabled to do both themselves and their pupils better justice in imparting instruction.

The plan of "grading schools," as it is called, and assigning say not exceeding fifty scholars to one teacher, in a separate room, has, we believe, met with universal approbation wherever carried out. We should like to see the system adopted here, changing at least one school in each year until the desired arrangements shall be effected throughout the city.

The Committee would respectfully urge the expediency of taking initiatory measures, at least, for the better accommodation of the Hacker and Epes schools; so altering the districts as to merge the two into one school, and providing a new and commodious school house in some location convenient to the pupils residing in that section of the city.

For the Committee,

JAMES UPTON,

Chairman.

NUMBER OF PUPILS, &c., IN GRAMMAR SCHOOLS.

SCHOOLS.	DECEMBER, 1862.			JUNE, 1863.			NOVEMBER, 1863.			Average No. during the year.			Average attendance . . .	Number in the First Class at close of year.	Average age of First Class.	No. transferred to High school.	Average age of pupils transferred	No. admitted from lower schools*	Average age of Pupils admitted	No. Teachers.
	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.								
BENTLEY.....	.....	183	183	.....	163	163	.....	151	151	.....	157	157	142	9	15.17	3	14.42	31	10.52	4
BROWNE.....	75	78	153	69	72	141	50	66	116	60	69	129	130	11	14.69	7	14.79	36	10.45	4
EPES.....	34	37	71	29	33	62	29	28	57	29	31	60	58	4	14.60	2	14.71	16	11.41	2
HACKER.....	108	.....	108	100	.....	100	96	.....	96	98	.....	98	93	10	15.65	5	15.80	37	11.21	3
HIGGINSON..	.....	185	185	.....	161	161	.....	143	143	.....	152	152	151	11	15.68	2	14.83	36	10.92	4
PHILIPS.....	173	.....	173	160	.....	160	135	.....	135	148	.....	148	142	14	14.06	11	13.91	38	11.27	4
PICKERING..	81	85	166	75	80	155	72	66	138	74	73	147	147	9	14.37	4	13.87	37	10.50	4
	471	568	1039	433	509	942	382	454	836	409	482	891	863	68	14.87	34	14.47	231	10.87	25

*Including Private as well as Public schools.

INTERMEDIATE AND PRIMARY SCHOOLS.

INTERMEDIATE.

There are seven Intermediate Schools, each with a Primary Department.

ABORN STREET SCHOOL. *District Limits:* A line from the North River, by Grove and Nichols streets, including both sides of those streets, and continued to the City boundary; thence by City boundary and North River to the bound first named. *Teachers,* Sarah S. Saunders, Principal; Abbie F. Nichols, Assistant. *Committee,* Daniel Varney.

BENTLEY SCHOOL. (For Girls only.) *District Limits:* *Intermediate Department*—Comprises all between the rivers east of the Eastern Railroad in Washington St. *Primary Department*—From South Bridge through the centre of Lafayette, Central, Essex, St. Peter, Browne, Pleasant and Bridge streets, to the Essex Railroad; thence by the railroad and shore line (including the Neck &c.,) to the bound first named. *Teachers,* S. Augusta Brown, Principal; Eliza G. Cogswell, First Assistant; Sarah E. Honeycomb, Assistant. *Committee,* William P. Goodhue.

BROAD STREET SCHOOL. *District Limits:* From the North River, by the Eastern Railroad, to the South River; thence, by the shore line, to the foot of Phelps' Court; thence by Phelps' Court and Flint street, excluding both sides of each, to Essex street; thence, through the centre of Essex and North streets, to North Bridge; thence, by the river, to the bound first named. *Teachers,* Caroline Stevens, Principal; Matilda Roberts, First Assistant; Sarah E. Babbidge and Anna M. Bates, Assistants. *Committee,* Charles M. Richardson.

BROWNE SCHOOL. *District Limits:*—Include all of Ward Five. *Teachers,* Harriet M. Tyler, Principal; Augusta Arrington, First Assistant; Harriet E. Lewis and Matilda Pollock, Assistants. *Committee,* Aaron Goldthwait, jr.

FOWLER STREET SCHOOL. *District Limits:*—*Intermediate Department.* A line from North Bridge, through centre of

North and Essex streets, to Flint street; thence, including both sides of Flint street and Phelps' Court, to the Mill Pond; thence, by the Mill Pond and Eastern Railroad, to the City bounds; thence, by the City bounds, to the turnpike; thence, by a right line to the western extremity of Nichols street; thence, by Nichols and Grove streets, excluding both sides thereof, to Mason street; thence, including both sides of Mason street, to the Mason street school-house; thence, south to the North River; and thence, by the river, to the bound first named. *Primary Department.* Same as the Intermediate district, except that no part of Ward Six is included. *Teachers,* Hannah E. Morse, Principal; Mary E. Dockham, First Assistant; ~~J. Augusta Fisher~~, Assistant. *Committee,* D. B. Brooks.

NORTH STREET SCHOOL. *District Limits:—Intermediate Department.* Comprises all Ward Six, except that portion of Mason street west of the Mason street school-house, and the streets lying south thereof. *Primary Department.* A line from the North River, crossing Mason street, and including both sides of Barr, School, and Grove streets, to the gate of the cemetery; thence, west to the river; with so much of Ward Six as lies north and east of said line. *Teachers,* Maria Cushing, Principal; Elizabeth C. Russell, First Assistant; Lucy A. Smith and Caroline Symonds, Assistants. *Committee,* J. S. Symonds.

PHILLIPS SCHOOL. (For Boys only.) *District Limits.* The same respectively as those for the Bentley School; *which see.* *Teachers,* Sarah A. Merrill, Principal; Margaret E. Webb, First Assistant; Jeanette Gerald and L. Augusta Hill, Assistants. *Committee,* J. H. Batchelder.

PRIMARY SCHOOLS.

There are three Primary Schools, not connected with an Intermediate.

BRIDGE STREET SCHOOL. *District Limits:*—The Essex Railroad from Collins' Cove to Bridge street; thence, through centre of Bridge, to Northey street; thence, excluding both sides of Bridge street, to the river; thence, by the shore line, to the bound first named. *Teachers*, Sarah E. Francis, Principal; Frances A. Treadwell, Assistant. *Committee*, Henry F. Skerry.

MASON STREET SCHOOL. *District Limits:* From the North River, including both sides of Grove street, to the gate of the cemetery; thence, by Grove, School, and Barr streets, excluding both sides thereof, and south to the river; thence, by the river, to the bound first named. *Teachers*, Lydia L. A. Very, Principal; Emeline M. Littlefield, Assistant. *Committee*, Daniel Varney.

WILLIAMS STREET SCHOOL. *District Limits:*—From South Bridge, by the river, to the Eastern Railroad; thence, by the railroad, to the North River; thence, by the river and Bridge street, including both sides of the street, to Northey street; thence, through the centre of Bridge, Pleasant, Browne, St. Peter, Essex, Central and Lafayette streets, to the bound first named. *Teachers*, R. Annie Harris, Principal; Mary E. Davis, Assistant. *Committee*, Henry F. Skerry.

The following Text books are prescribed for the Intermediate and Primary Schools:

Hillard's First, Second, Third, and Fourth Readers.

"My First School Book."

"Spelling and Thinking."

Colton and Fitch's Introductory Geography.

Colburn's First Lessons in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Each scholar must be provided with a Multiplication Table and a Slate.

REPORT ON INTERMEDIATE AND PRIMARY SCHOOLS.

REPORT OF THE THIRD VISITING COMMITTEE.

The year's work passes in review before us. What has been its experience? What its results? These we propose briefly to state. It is the unanimous conviction of this Committee that the results are satisfactory; that the work has been well done; that the Graduating Classes are equal, most of them superior, to those of some years past. This is not simply the opinion of this Committee, but it is the testimony of those who are better able to judge than we are. We refer to the Grammar School Teachers. And throughout this Department we think its classes have been well sustained. We would not withhold censure if censure were needed; we withhold not our meed of praise.

We think we can safely say that all the Teachers in this Department are faithful and devoted, most of them superior, as their works do testify.

During the year, the long talked of and much needed change in the Phillips School House has been accomplished, thus giving the Primary Department two very pleasant and commodious rooms in the second story of that Building.

The proposition to make an Intermediate of the Fowler St. School has been adopted. This change required another Teacher, and one was at that time appointed. We would say in this connection that the Aborn and Fowler St. Intermediate Districts have been changed, as the crowded state of the former seemed to require it. All living East of Nichols and Grove St., were passed over to the Fowler St. Also, that portion of Mason St. which lies West of the Mason St. School House, with the streets lying South of the same, are set off from the North St. Intermediate District, to the Fowler St. Intermediate District.

We would suggest to the incoming Board the propriety of making Intermediates of the Bridge and Mason St. Schools. It would require no additional Teachers, and it would avoid sending these small children to so great distance to School.

We have to report that in April the Principal of the Phillips Intermediate tendered her resignation, to accept a position elsewhere. Her place has been supplied by one whose success, since her appointment, is an evidence of her fitness for the place. Also that the devoted Principal of the Browne Intermediate School resigned her position the first

of Nov. Her successor was at that time appointed. From her well known devotedness in another Department of the school, we predict for her abundant success.

The Principal of the Bridge St. Primary School has been detained from School a large part the Term by sickness. We are happy to state her health is improving, and she thinks she will be able to resume her duties in the Spring. The Committee of that school was very fortunate in securing the services of one to supply her place, who has had a large experience in our schools.

Since the reöpening of the 2d Department of the Phillips Primary in the Spring, three Teachers have been appointed to that place, two of whom resigned to fill appointments elsewhere.

One teacher has been appointed to fill a vacancy in the Browne School.

We hope the day is not far distant when all of our Primary Schools will be supplied with desks. We would earnestly invite the attention of the next Board to this subject.

By a very satisfactory arrangement with the Publishers of Hillard's Series, they are the only Readers now in use in this Department.

From the testimony of Teachers, truancy is less frequent than formerly.

It seems to this Committee that a more simple form of explanation might be devised in written Arithmetic. It is our opinion that a great deal of time might be saved thereby. We would invite the attention of the second Committee to this matter.

One other subject, which we deem to be of great importance, we propose to present.

Our Teachers come to us well prepared intellectually for their work, but we think that in their efforts thus to prepare themselves, their physical powers are overtaxed. Hence many of them are unable for any great length of time to perform the arduous task of Teaching. We invite the attention of Instructors to this subject.

This Committee represent the lowest Department of our Schools, but none the less important. Here the first principles are implanted; here the foundations are laid. If these principles are properly instilled, if the foundations are firmly laid, the superstructure will be sightly and enduring. Those, then, to whom are committed so important a

work, should so perform it, that it need no uprooting. Let our Teachers realize the importance of their work. The faculty to learn, is a God-given power. The development of that power is intrusted to them. May they so develop it, that the Heart, as well as the Mind, shall be improved. They can wield a power more mighty for good than any class in our community. These Children come to you, Teachers, from various Homes. Into some hearts you may instil their first lessons in morality. Neglect no opportunity thus to impress them. The seed thus sown will not be wholly thrown away. Let not these Children think you are simply their Task-masters; let them know that you are their Friends. Let not the repellent, but the attractive forces of your nature be brought into action. Then will our Schools become, even more truly than now, nurseries for moral and intellectual growth.

Submitted by the Third Visiting Committee.

A. GOLDTHWAIT, Jr.,

Chairman.

INTERMEDIATE AND PRIMARY SCHOOLS.	NUMBER OF PUPILS.			Average attend- ance	Trans'd to Grammar Schools.	Av. age of those transfer'd	No. Teachers.
	Dec. '62	June '63	Nov. '63				
INTERMEDIATE.							
ABORN STREET.....	98	105	102	90	16	11.41	2
BENTLEY	123	153	170	131	29	10.45	3
BROAD STREET.....	234	179	187	151	28	11.08	4
BROWNE.....	203	210	229	197	35	10.56	4
FOWLER STREET.....	79	133	142	115	31	11.12	3
NORTH STREET.....	221	220	216	170	42	10.52	4
PHILLIPS.....	168	155	179	156	30	11.31	4
	1126	1155	1225	1010	211	10.86	24
					Transferred to Intermediate Schools.		
PRIMARY.							
BRIDGE STREET.....	58	69	69	49	17	10.16	2
MASON STREET.....	76	79	85	67	6	11.00	2
WILLIAMS STREET.....	76	96	107	79	19	10.18	2
	210	244	261	195	42	10.29	6

REPORT OF THE EXECUTIVE COMMITTEE. CITY OF SALEM.

IN SCHOOL COMMITTEE, }
Jany. 18, 1864. }

The Executive Committee, to whom is entrusted the financial affairs of the Board, would respectfully report that they have attended to the various duties assigned them by the rules of the School Committee. They have made the most advantageous terms possible for the supply of School-books. They have caused the returns, required by law, to be prepared and forwarded to the State House. They have attended to the repairs necessary on the school buildings; and have approved bills against the City for the purposes, and to the amounts, shown in the following schedule:

For Salaries of Teachers:

High School:.....\$3,182 80

Grammar Schools:

Bentley,.....	1,250 00
Browne,.....	1,725 00
Epes,.....	1,225 00
Hacker,.....	1,472 21
Higginson,.....	1,275 00
Phillips,.....	1,925 00
Pickering,.....	1,724 99

Salaries of Grammar School Teachers.....\$10,597 20

Intermediate Schools:

Aborn Street,.....	475 00
Bentley,.....	700 00
Browne,.....	899 98
Broad Street,.....	900 00
Fowler ".....	620 99
North ".....	900 00
Phillips,.....	846 40

Salaries of Intermediate School Teachers,.....\$5,342 37

Primary Schools:

Bridge Street,.....	450 00
Mason ".....	450 00
Williams ".....	450 00

Salaries of Primary School Teachers,.....\$1,350 00

Whole amount of Salaries,.....\$20,472 37

Other expenses:

Repairs,.....	1356	09	
Care of Houses,.....	1030	48	
Books,.....	347	97	
Stationery.....	82	96	
Printing,.....	270	60	
Rents,	355	00	
Fuel.....	2728	76	
Stoves &c,.....	675	78	
Teaming,.....	73	74	
Incidentals,.....	880	72	—\$7,802 10
<hr/>			
Total Disbursements,.....	\$28,274	47	
Rec'd for tuition from a non-resident,	30	00	
“ from sales of books,.....	40	28	
“ “ “ “ coal &c,....	33	40	— \$103 68
<hr/>			
Net expenses of schools,.....	\$28,170	79	
Rec'd from State School Fund,...	789	86	
“ “ Browne “	200	00	— \$989 86
<hr/>			
Net charge upon the City Treasury,.....	\$27,180	93	
Total amount of disbursements,.....	\$28,274	47	
Amount of appropriations,.....	26,500	00	
<hr/>			
Excess of expenditures,.....	\$1,774	47	

Your Committee have endeavored, as far as possible, to keep within the appropriations made by the City Council; but the greatly increased cost of fuel, the necessity of more extensive repairs than was anticipated, and the call for large expenditures in the heating apparatus of two of the school houses, have made it necessary to overrun them somewhat. From the success attending the new furnaces in the High School, your Committee are satisfied that true economy dictates further changes in that school; and they would recommend, as soon as the furnace now in use in the western end of the High School building shall be unfit for further use, that its place be supplied with two smaller ones.

The alteration of the Phillips School House, which has been completed during the present year, has made the second story of that building as convenient as was possible. The lower story is unfit for school purposes, and is at present unused.

For the Committee,
STEPHEN G. WHEATLAND, *Chairman.*

THE SALARIES PAID TO TEACHERS AT THE PRESENT TIME
ARE AS FOLLOWS:

- Master of the High School, \$1,500.
 Assistants in High School, respectively, \$700, \$400, \$350, \$350.
 Principals of the Browne, Pickering, Epes, Phillips, and Hacker
 Grammar Schools, each 1,000.
 Principals of the Bentley and Higginson Grammar Schools, each
 \$500.
 Sub-Principal of the Phillips School, \$300.
 Sub-Principal of the Higginson School, \$275.
 Assistants in the Grammar Schools, each \$250.
 Principals of the Intermediate Schools, each \$275.
 First Assistants in the Intermediate Schools, each \$225.
 Principals of Primary Schools, each \$250.
 Assistants in Intermediate and Primary Schools, each \$200.

BOARD OF SCHOOL COMMITTEE.
1863.

STEPHEN G. WHEATLAND, (Mayor,) CHAIRMAN *ex officio*.

WILLIAM G. CHOATE, (President of Common Council,)
Member *ex officio*.

First Visiting Committee.

WILLIAM R. PICKMAN, Chairman.
STEPHEN B. IVES, Jr. ROBERT C. MILLS.

Second Visiting Committee.

JAMES UPTON, Chairman.
SAMUEL P. ANDREWS, JACOB PERLEY,
HENRY J. CROSS, CHARLES A. ROPES,
EDWARD H. KNIGHT, DANIEL D. WINN.

Third Visiting Committee.

AARON GOLDTHWAIT, Jr., Chairman.
JOHN H. BATCHELDER, HENRY F. SKERRY,
D. BRAINARD BROOKS, CHAS. M. RICHARDSON,
WILLIAM P. GOODHUE, J. SHOVE SYMONDS,
DANIEL VARNEY.

Executive Committee.

Messrs. WHEATLAND, CHOATE, PICKMAN, UPTON, and
GOLDTHWAIT.

STEPHEN P. WEBB, Secretary.

379.744
S23
1863/64

CITY DOCUMENT, No. 4 1865.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.

JANUARY, 1865.

SALEM :
PRINTED AT THE SALEM OBSERVER OFFICE.
1865.

CITY DOCUMENT, No. 4. 1865.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.

JANUARY, 1865.

SALEM:

PRINTED AT THE SALEM OBSERVER OFFICE.

1865.

IN SCHOOL COMMITTEE, }
Salem, Jan. 16, 1865. }

“ Ordered, That the Reports of the several standing Sub-Committees be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same be printed under the direction of the Executive Committee for the use of the inhabitants of the City, as required by the law of the Commonwealth.”

Attest :

STEPHEN P. WEBB, Secretary.

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1863/64

HIGH SCHOOL.

Master.

ABNER H. DAVIS.

Sub-Master.

GEORGE H. PALMER.

First Assistant.

LOIS R. WRIGHT.

Assistants.

ELIZABETH M. FESSENDEN.

MARGARET MACGREGGOR.

CITY OF SALEM, *In School Committee,* }
January 16, 1865. }

THE FIRST VISITING COMMITTEE herewith present
their

ANNUAL REPORT

of the High School for the past year.

The year just closed has been one of more than ordinary vicissitude and change, even for this school, whose history has recorded hardly anything but vicissitude and change, for several years past.

At the commencement of the School year in December 1863, the school contained about a hundred pupils. At

the commencement of the present term, in December 1864, the Register showed a list of ninety-five pupils, of whom fifty seven were girls, and thirty-eight boys. These were classified as follows, viz:—

1st. (Junior) Class,	33 Girls,	19 Boys.
2d. (Middle) Class,	13 Girls,	8 Boys.
3d. (Senior) Class,	8 Girls,	8 Boys.
4th. (Advanced) Class,	3 Girls,	3 Boys.

Of the whole number forty-seven (thirty-one girls and sixteen boys) were admitted at the annual examination in December. The other five members of the Junior Class were pupils who failed of promotion under the regulations.

Eighteen pupils received diplomas at the end of the school year, six of whom (all girls) were graduates of last year, who had completed their fourth year of study in the school, and received the diploma to which such course of study entitled them. The other twelve (seven girls and five boys,) received the diploma of the three year's course. Six of them entered the Advanced Class, one of whom has since left.

This record shows the fact that out of a hundred pupils in the School at the commencement of the year, only forty-eight remained at the end, while of the fifty-two who have left only twelve graduated. No less than *forty* have left for other reasons, than the completion of their course.

While the Committee regret most sincerely the fact here shown, they do not believe that it has generally been owing to any want of confidence in the school. In one or two instances occurring early in the year, we were led to believe that pupils were removed on account of some supposed dissatisfaction, (although none such was ever communicated to us,) but the general reasons have undoubtedly been different. A large number of the lost pupils were boys, and in very many of the cases, they were taken away to be placed at some employment.

Early in the year, a movement among the citizens at large in regard to the High School, took form in a peti-

tion presented to the Board, asking for the abolition of the School on its present basis, and the organization of three distinct and separate schools, similar to those which existed before the establishment of the present school. The history of that movement need not be related here. After a most careful and patient hearing of petitioners and remonstrants, and a full and deliberate discussion among ourselves, the Board decided that it was inexpedient to grant the prayer of the petitioners in terms, but resolved upon a thorough and radical change in the organization of the School, whereby the sexes were completely separated in all matters of education and discipline, and a separate Classical department was established. This change made necessary the services of another teacher, and the office of Sub-master, very recently abolished, was revived.

Closely following upon the adoption of these measures, and before they had gone into operation, the Master and First Assistant of the School severally resigned their situations. Although this Committee are entirely satisfied that there was no connection between these two circumstances, and that the determination of Mr. and Mrs. Howison to resign their offices, was caused by reasons entirely disconnected with the change of system, yet the resignation following the change of system so closely, served to embarrass the Committee very seriously, and to render the experiment of the new system all the more laborious as well as hazardous.

There was nothing for this Committee to do, however, but to make the attempt to carry on the School in new hands, since they were deserted by the former incumbents. We are free to say, now, that our success has much more than met our expectations. Upon the nomination of this Committee, the Board selected as Master, Sub-master, and First Assistant, the present incumbents, and we are entirely satisfied of the wisdom of the selection in each case. With the efficient assistance of the lady teachers remaining in the school the complicated machinery rendered absolutely necessary by the new system, was speedily

set in motion, and has been in operation. A large, and so far as we can judge, very excellent class has been admitted, and we confidently trust that the school may now continue to enjoy the favor of the public, to the extent which we are sure its excellence and efficiency will deserve.

It is known to the Board that the action by which the new system was adopted did not have the unanimous concurrence of the First Visiting Committee. But while the undersigned could not but doubt the expediency of the radical change which was ordered by the Board, they determined that, so far as in them lay, no obstacles should be thrown in the way of its successful inauguration:—but that, on the contrary, they would in every possible manner, faithfully carry out the wishes of the Board. And they have earnestly adhered to their determination in this respect.

It is fair to say that the change was adopted under circumstances as unfavorable to its success as could well be imagined. In addition to the fact that a majority of the teachers were strangers, not only to each other, but to the city and to every one of the scholars, the school was at the time so small, (containing less than seventy pupils,) and the classes so numerous, that it was almost impossible to make a respectable appearance, and exceedingly difficult to apportion recitations and classes among the several teachers without clashing. It is a fact that with less than seventy pupils, five teachers were constantly employed, each of them (with a single exception) hearing six recitation every day. Twenty-nine recitations were necessarily heard at each session.

Despite all these inconveniences and difficulties, however, after seeing the practical operation of the new plan, this Committee are disposed to think more favorably of it than at first, and to look upon the objections to it as less formidable than they at first supposed. They can not, however, refrain from saying that they believe some modification, some relaxation of its extreme strictness

may be profitably allowed. They are unable to see any advantage gained by the entire and rigorous separation of the sexes, which in any degree compensates for the inconvenience and awkwardness of dividing a class of five into two divisions, for the purpose of reciting a single lesson. The present advanced class consists of five pupils, three girls and two boys. With some exceptions, they pursue the same studies. Four of them, for example, are reading Virgil. The undersigned believe that a single recitation is and would be better for that class, than two:—that, saying nothing of the saving of time, every member of that class would be benefitted by reciting in a class of four, rather than a class of two; and that, in every respect, it would be better for them to be united, for the purposes of recitation.

The undersigned have no design of recommending a change in the system in regard to the separation of the sexes, and the requirement that they should occupy separate halls. They are entirely satisfied to leave that matter as it is, and have no desire for a change. Nor do they see any necessity for any mingling of the sexes in the lower classes. They are large enough to allow the formation of a respectable class of either sex. It is only in regard to the higher classes that they venture to suggest a modification, and upon that subject, they most respectfully, but earnestly express the hope that the next Board will so far modify the existing Regulations as to allow the pupils of the Senior and Advanced classes, of both sexes, to *recite* together, whenever the number of pupils is such as to make it reasonable.

In conclusion, the Committee believe that they may fairly say that, notwithstanding the vicissitudes of the past year, they can resign this school to their successors, in at least as good condition as that in which they found it, at the commencement of the present year:—and with better prospects for the future than it then had. It was not without regret that they found themselves deprived of the services of Mr. Howison, and his accomplished

wife. They had served us zealously and faithfully during the time they had been with us, and had, beyond question, improved the condition of the school. In their successors, it is believed that we have been fortunate in our choice, and that the school will not suffer from the change, except so far as every change is of itself an injury. Perhaps any congratulation on this matter may for the present be premature. At the end of another year, we shall be better able to judge of their success. We can now only say that we have the pleasantest and most favorable anticipations for the future. We ask for them and for the school, a patient and forbearing disposition, a careful and interested oversight, frequent visits of parents and friends, and with these, we trust the High School will become, not only the pride and ornament of our city, but the means of most extensive usefulness.

STEPHEN B. IVES JR.,	}	First Visiting Committee.
ROBERT C. MILLS,		
CHARLES RAY PALMER,		

GRAMMAR SCHOOLS.

BENTLEY. For Girls residing east of the middle of St. Peter and Central streets. *Teachers*: Mary J. Fitz, Principal; Anna Whitmore, Mary A. Colman, and Margaret A. Dunn, Assistants. *Committee*: Edward H. Knight.

BROWNE. For Boys and Girls residing in Ward Five. *Teachers*: Jacob F. Brown, Principal; Adaline Roberts, Ellen M. Pierce, and Abbie Baker, Assistants. *Committee*: Daniel D. Winn.

EPES. For Boys and Girls residing in Ward Four north and west of the "Town Bridge." *Teachers*: Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee*, Jacob Perley.

HACKER. For Boys residing in Wards Three and Four south and east of the Town Bridge, as far as North and Summer streets, including both sides of those streets; also in Ward Six, that portion of Mason Street west of the Mason-Street school-house, with the streets lying south of the same. *Teachers*: Thomas H. Barnes, Principal; Harriet N. Felton and Margaret G. Stanley, Assistants. *Committee*, Samuel P. Andrews.

HIGGINSON. For Girls residing west of the middle of St. Peter and Central streets, south and east of the Town Bridge, and in that part of Ward Six described above. *Teachers*: Mary L. Shepard, Principal; P. Elizabeth Church, Sub-Principal; Sarah A. Lynde and Annie M. Bates, Assistants. *Committee*, Henry J. Cross.

PHILLIPS. For Boys residing in Wards One and Two, and in Wards Three and Four east of North and Summer streets, excluding both sides of those streets. *Teachers*: Silas Peabody, Principal; Harriet C. Gray, Aroline B. Meek, and Maria T. Luscomb, Assistants. *Committee*, James Upton.

PICKERING. For Boys and Girls residing in Ward Six—that portion excepted which belongs to the Hacker district. *Teachers*: Wm. P. Hayward, Principal; Sarah E. Cross, Mary A. Cross, and Eliza S. Symonds, Assistants. *Committee*, Charles A. Ropes.

REPORT ON THE GRAMMAR SCHOOLS.

IN SCHOOL COMMITTEE, }
Salem, Jan. 16, 1865. }

The Second Visiting Committee respectfully submit their Annual Report upon the Schools under their supervision.

The whole number of pupils in the Grammar Schools, as appears from the returns of November last, was 827. Of the fifty-seven who from these schools applied for admission to the High School, forty-eight were admitted, eleven of the number being from the second classes of the schools.

The changes in the corps of teachers have been occasioned by the resignation in August last, after a long period of faithful and very satisfactory service, of Miss Caroline Roberts, Assistant Teacher in the Phillips School; and on the 14th instant, by the withdrawal from the Higginson School for a better compensated situation in a neighboring city, of its efficient and highly appreciated Sub-Principal, Miss Elizabeth T. Dike.

The Committee believe that the Teachers have conscientiously and faithfully attended to the duties of their responsible vocation. Their labors would doubtless be much lightened, were there on the part of parents a clearer apprehension and appreciation of the nature of the service rendered by them, and a more general and hearty coöperation in the reciprocal duties towards the pupils, of the home and of the school.

The statistic results of the recent annual examination indicate that while the general standard may have been maintained, several of the schools have made laudable and successful efforts to improve in those branches of study in which at the previous examination they were comparatively deficient. In the general result, the two Girls' schools decidedly take the lead of the others—the Bentley obtaining the highest average in all the branches.

The Committee beg leave again to call attention to the urgent necessity of more convenient and adequate accommodations for scholars now attending the Hacker and Epes schools. They hoped that a beginning would have been made during the past year, by securing a piece of land for the erection of a building that would suitably accommodate pupils residing in that section of the city; and they earnestly commend the matter to the favorable consideration of their successors.

They would also renew their suggestion of last year with regard to so arranging the large school rooms as to assign not exceeding fifty scholars to one teacher, in a separate room. Setting aside the Hacker and Epes, there are but two schoolhouses, the Browne and Higginson, in which such an arrangement remains to be carried out. A beginning could easily be made with the latter, obtaining at a small expense four commodious rooms, in place of the present two large halls with their very inadequate recitation rooms.

The Committee would further, and in conclusion, beg leave to refer to the matter of the compensation at present allowed the teachers of the public schools.

During the past year, by vote of the Board a moderate addition was made to the salaries of the female teachers, and a very slight one to that of the male teachers. It remains however a very serious and doubtful question whether the amount now allowed, especially to the female teachers, is at all adequate to their comfortable support. If not, it would be but an act of simple justice, as well to ourselves as to the teachers, to make the needed increase in their well earned compensation.

For the Committee,

JAMES UPTON, Chairman.

NUMBER OF PUPILS, &c., IN GRAMMAR SCHOOLS.

SCHOOLS.	DECEMBER, 1863.			JUNE, 1864.			NOVEMBER, 1864.			Average No. during the year.			Average At- tendance.	Number in the First Class at close of year.	No. transfer- red to High School.	Average age of pupils transferred.	No. admitted from lower schools.*		No. Teachers.
	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.					BOYS.	GIRLS.	
BENTLEY....	.....	175	175	.....	164	164	.....	158	158	.....	166	166	145	12	.....	15.	....	37	4
BROWNE....	74	74	148	66	66	132	57	55	112	66	65	131	132	10	1	14.2	17	18	4
EPES.....	33	38	71	28	36	64	26	29	55	29	34	63	57	6	2	13.2	9	9	2
HACKER.....	119	.....	119	106	.....	106	110	.....	110	112	.....	112	113	11	5	14.8	20	....	3
HIGGINSON..	.....	170	170	.....	145	145	.....	130	130	.....	148	148	137	12	.....	14.8	....	38	4
PHILLIPS....	155	.....	155	147	.....	147	134	.....	134	145	.....	145	130	7	4	14.2	52	....	4
PICKERING..	94	74	168	73	65	138	67	61	128	78	67	145	137	3	5	14.	17	26	4
	475	531	1006	420	476	896	394	433	827	430	480	910	851	61	17	14.6	115	128	25

* Including Private as well as Public Schools.

INTERMEDIATE-AND-PRIMARY SCHOOLS.

Each school has an Intermediate, and also a Primary Department.

ABORN-STREET SCHOOL. *District Limits:* A line from the North River, by Grove and Nichols streets, including both sides of those streets, and continued to the City boundary; thence by City boundary and North River to the bound first named. *Teachers,* Abbie F. Nichols, Principal; Sarah F. Daniels, Assistant. *Committee,* Daniel Varney.

BENTLEY SCHOOL. (For Girls only.) *District Limits:* From South Bridge through the centre of Lafayette, Central, Essex, St. Peter, Brown, Pleasant and Bridge streets, to the Essex Railroad; thence by the railroad and shore line (including the neck, &c.,) to the bound first named. *Teachers,* S. Augusta Brown, Principal; Eliza G. Cogswell and Sarah E. Honeycomb, Assistants. *Committee,* William P. Goodhue.

BROAD-STREET SCHOOL. *District Limits:* From the North River, by the Eastern Railroad, to the South River; thence, by the shore line, to the foot of Phelps' Court; thence, by Phelps' Court and Flint street, excluding both sides of each, to Essex street; thence, through the centre of Essex and North streets, to North Bridge; thence, by the river, to the bounds first named. *Teachers:* Caroline Stevens, Principal; Matilda Roberts, Emily A. Glover, and Ella Boyce, Assistants. *Committee,* Charles M. Richardson.

BROWNE SCHOOL. *District Limits:*—Include all of Ward Five. *Teachers,* Harriet M. Tyler, Principal; Augusta Arrington, Harriet E. Lewis, Matilda Pollock, and Mary E. Stanley, Assistants. *Committee,* Aaron Goldthwait, jr.

FOWLER STREET SCHOOL. *District Limits:* North and Essex streets, to Flint street; thence, including both sides of Flint street and Phelps' Court, to the Mill Pond; thence, by the Mill Pond and Eastern Railroad, to the City

bounds ; thence, by the City bounds, to the turnpike ; thence by a right line to the western extremity of Nichols street ; thence, by Nichols and Grove streets, excluding both sides thereof, to the North River ; and thence, by the river, to the bound first named. *Teachers*, Hannah E. Morse, Principal ; Mary E. Dockham, and Eliza I. Phelps, Assistants. *Committee*, David Choate.

NORTH-STREET SCHOOL. *District Limits* : A line from the North River, crossing Mason street, and including both sides of Barr, School, and Grove streets, to the gate of the cemetery ; thence west to the river ; with so much of Ward Six as lies north and east of said line. *Teachers*, Maria Cushing, Principal ; Elizabeth C. Russell, Lucy A. Smith, and Caroline Symonds, Assistants. *Committee*, Charles E. Symonds.

PHILLIPS SCHOOL. (For Boys only.) *District Limits* : The same as those for the Bentley School ; *which see*. *Teachers*, Sarah A. Merrill, Principal ; Margaret E. Webb, Jeanette Gerald, and L. Augusta Hill, Assistants. *Committee*, George A. Perkins.

BRIDGE-STREET SCHOOL. *District Limits* :—The Essex Railroad from Collins' Cove to Bridge street ; thence, through centre of Bridge, to Northey street ; thence, excluding both sides of Bridge street, to the river ; thence, by the shore line, to the bound first named. *Teachers* : Sarah E. Francis, Principal ; Frances A. Treadwell, Assistant. *Committee*, D. B. Brooks.

MASON-STREET SCHOOL. *District Limits* : From the North River, including both sides of Grove street, to the gate of the cemetery ; thence, by Grove, School, and Barr streets, excluding both sides thereof, and south to the river ; thence, by the river, to the bound first named. *Teachers*, Lydia L. A. Very, Principal ; Emeline M. Littlefield, Assistant. *Committee*, Daniel Varney.

WILLIAMS-STREET SCHOOL. *District Limits* :—From South Bridge, by the river, to the Eastern Railroad ; thence, by the railroad, to the North River ; thence, by the river and Bridge street, including both sides of the

street, to Northey street ; thence through the centre of Bridge, Pleasant, Brown, St. Peter, Essex, Central, and Lafayette streets, to the bound first named. *Teachers*, R. Annie Harris, Principal ; Mary E. Davis, Assistant. *Committee*, D. B. Brooks.

The following Text books are prescribed for the Intermediate and Primary Schools :

Hillard's First, Second, Third, and Fourth Readers.

" My First School Book."

" Spelling and Thinking."

Colton and Fitch's Introductory Geography.

Colburn's First Lessons in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Each scholar must be provided with a Multiplication Table and a Slate.

REPORT ON INTERMEDIATE AND PRIMARY SCHOOLS.

REPORT OF THE THIRD VISITING COMMITTEE.

The THIRD VISITING COMMITTEE would respectfully submit their Annual Report.

Pursuing the same course of study with the same corps of teachers, it is not to be expected that we can report much change in the condition of the Schools under our charge, for the year just closed.

We are satisfied that the teachers have labored during the year with undiminished zeal, and for the most part with good success.

The late examinations, for the most part, gave great satisfaction and were witnessed, with evident delight, by a larger number of the friends of the Schools than we have ever seen before on like occasions.

We have to report that in August, Miss Saunders, Prin-

cial of the Aborn Street School, tendered her resignation to accept a position elsewhere. Miss Abbie F. Nichols, of the same School, was promoted to that position, and Miss Daniels was appointed to fill the vacancy thus occasioned.

By the great increase of scholars during the summer, it became necessary to form another class and to reopen the school-room in Harbor Street, and Miss Mary Ellen Stanley was chosen to take charge of the class thus formed.

Miss Sarah Babbidge of the Broad Street School resigned her position in November, and Miss Emily A. Glover was selected to supply her place.

The change proposed in the last Report of this Committee with reference to making Intermediates of the Bridge Street, Mason Street, and Williams Street schools, has been carried into effect; and we think it will prove beneficial.

Miss Francis, the Principal of the Bridge street school, whose sickness was mentioned in our last report, has been unable as yet to take charge of the school.

We cannot close this report without giving our testimony in regard to the faithfulness and devotion of the teachers in these schools; and if any have failed to bring up their classes to the required standard, it has been owing, in a great degree, to the differing material with which they have had to work.

We think no one can visit these schools without feeling that moral as well as intellectual growth is being developed.

For the Committee,

A. GOLDTHWAIT, JR., *Chairman.*

REPORT OF THE EXECUTIVE COMMITTEE.

CITY OF SALEM,

In School Committee, }
 Jan'y 16, 1865. *}*

The Executive Committee would submit the following Report of their action during the past year :

The principal duties devolving upon this Committee, are the care of the school houses, and the approval of the bills. While we have endeavored to keep the property of the City in good repair, we have felt the necessity of doing nothing more than was required, on account of increased cost of all kind of materials.

Two new furnaces have been put into the High School. One into the Broad Street Intermediate and one into the North Street Intermediate. The Committee think that the heating apparatus is now in good order.

We have approved bills against the City for the purposes and to the amount shown in the following table :

For Salaries of Teachers :

High School: \$3,333 32

Grammar School:

Bentley	\$1,375 00	
Browne	1,875 00	
Epes	1,325 00	
Hacker	1,600 00	
Higginson	1,412 50	
Phillips	1,874 50	
Pickering	1,875 00	11,337 00

Intermediate Schools:

Aborn Street	537 48	
Bentley	787 50	
Broad Street	1,122 33	
Browne	1,016 66	
Fowler Street	787 49	
North Street	1,025 00	
Phillips	1,028 06	\$6,304 52

Primary Schools.

Bridge Street	514 58	
Mason "	488 97	
Williams "	514 58	\$1518 13

Repairs, furnaces, &c.	2,298 43
Books	659 65
Stationery and Binding	193 71
Care of Houses	1,115 08
Fuel	3,674 67
Printing	208 70
Rents	250 00
Teaming	63 24
Incidentals	500 42
Total Disbursements	<hr/> \$31,456 87

Receipts.

From School Fund	891 25
“ Non Resident, tuition	45 00
“ Trustees of Brown Fund	200 00
“ Teachers, for School Books	<hr/> \$1,138 65
Net charge, upon Treasury	<hr/> \$30,318 22
Total amount of disbursements	<hr/> \$31,456 87
Amount of original appropriation	<hr/> \$30,000 00
Excess of expenditures	<hr/> \$1,456 87

It will be seen from the above account, that we have exceeded the original appropriation fourteen hundred fifty six dollars eighty seven cents, which is less in proportion than most of the Departments; and we feel that under the circumstances the Committee may congratulate themselves upon the result. Within the last two months, Robinson's Ventilators have been put into the North Street School, on trial. It is reported that they work very well, and the bill for them, which has just been presented has been approved by the Sub Committee who had the matter in charge. The proposition to unite the Hacker and Epes Schools has been considered with some care, by your Committee, and they are decidedly of the opinion that it should be done. They have looked at one or more locations that they considered suitable for the School House, but as they were unable to make any arrangements, they have made no report in relation to the matter.

For the Committee,

STEPHEN G. WHEATLAND, *Chairman.*

REPORT

ON THE EXPEDIENCY OF CREATING THE OFFICE OF SUPERINTENDENT OF THE PUBLIC SCHOOLS IN SALEM.

I. WHAT THE OFFICE IS.

In the 38th Chapter of the General Statutes of the Commonwealth, in the 35th Section, it is provided as follows :

Any town annually, by legal vote, and any city by an ordinance of the City Council, may require the School Committee annually to appoint a Superintendent of Public Schools, who, under the direction and control of said Committee, shall have the care and supervision of the Schools, with such salary as the City Government or town may determine ; and in every city in which such ordinance is in force, and in every town in which such Superintendent is appointed, the School Committee shall receive no compensation, unless otherwise provided by such city government or town."

Under this provision several cities and several towns in the Commonwealth, embracing Boston, Lowell, Lawrence, Worcester, New Bedford, Gloucester, Concord, Stoughton, Warwick, Weymouth, Wilbraham, Longmeadow,* and some others it is believed, have established an office of this kind and name, with a salary sufficient to support a competent person whose whole time and energies are devoted to its duties.

The functions of this office are in general, those executive and judicial functions which in default of it, are exercised by Sub Committees of the Board of School Committee, viz: the frequent and systematic visitation of the schools, the appointing and conducting of examinations,

*The friends of education, under the lead of the Board of School Committee, in Charlestown, Roxbury, Springfield, Pittsfield and elsewhere, are known to have been for some time canvassing the latter, and to have repeatedly memorialized the local governments to establish the office. How the case stands in these communities at present, this Committee are unable to say.

the prescribing of forms, the enforcement of the regulations of the Schools, and of the maintenance of discipline, the hearing complaints of Principals against Subordinates and pupils, and of parents and guardians against teachers, the dismissing or adjudicating, or reporting to the Board of these complaints, as the case may require, the superintending of authorized repairs, alterations, and supplies, the purchase of such books, maps and apparatus as the City has to furnish, the collecting of school statistics, and the giving in form to the Board or its Sub Committees of the condition and necessities of the schools, the promotion of unity and mutual improvement among the whole corps of teachers, and the checking of truancy.

It will be seen that this list embraces many duties among us assigned to the Visiting Committees, some among us assigned to the Executive Committee, and some not assigned at all among us. The functions now exercised by the full Board *per se*, are not thus assigned to the Superintendent, and there are duties of the Visiting Committees and the Executive Committee, also, which are not thus assigned. Besides it should be distinctly noticed that the Superintendent is not entrusted with any authority in his own right, but only as the managing agent of the Board, with whom remain all the powers given them by the Statute. The Visiting Committees however, become in the main, visitors in the strict sense—i. e. inspectors,—overseeing, and prompting or checking the Superintendent himself.

The law provides that the compensation of this office shall in no case be less than one dollar and fifty cents per diem of service. It is usually made in the form of a salary, equal to that paid to the Master of the school which is highest in the system superintended.

II. REASONS GENERALLY URGED FOR THE ESTABLISHMENT OF THIS OFFICE.

The usefulness of this office appears, it is believed in the definition and description of it, but it will be expected of the Committee reporting upon this subject to present

the reasons which have decided the educators in so many communities of the Commonwealth to establish it.

1. The first is, the need of more supervision than Visiting Committees can give. It is admitted that in small communities the latter method may be the better, all things considered ;—that it may be practicable there, to secure enough of oversight to render the appointing of a Superintendent of doubtful necessity. But it is alleged that even in these cases, and certainly in larger communities where is no superintendent, there is as a rule far too little care and supervision in amount. And it is urged that this is inevitable. Men of the learned profession, men of business and the higher mechanical pursuits,—to whom recourse must be had for Committee service, if to any citizens,—are too busy in our own communities, they have too great burdens in their own individual spheres of activity, to be able to devote enough of time or energy to do what is needed in the schools. An amount of work ought to be done, which cannot be done by such men without sacrifices and exertions, which the public have no right to demand, or reason to expect. It is doubted whether any man ever enters upon a Board of School Committee and turns to the Rules to find out his duties without feeling at once that there is more to be done than his vocation as a citizen will allow ; and it is believed that the longer a man holds this responsible but uncompensated charge, the deeper grows his conviction, that he cannot do his duty to it without unjustifiably neglecting his ordinary employments. “It is not too much to say,” wrote a Committee of the town of Gloucester in 1850, “it is not too much to say that no School Committee for the last ten years, has fulfilled the requirements of the law respecting the superintendence of Schools.” It was urged upon the City of Charlestown in 1859, also, that while the visits of the members of the Board of School Committee during the year had been as frequent as could reasonably be expected, and their interest in the schools had been as great as is usual with Committees anywhere, every day’s experience

had convinced the Board, that more supervision than could possibly be given by its members was an absolute necessity. It is believed that their representations express the convictions of all enlightened men in similar positions in the larger communities throughout the State. The amount of supervision which School Committees discover that the schools need, men who have other pursuits, however well intentioned they may be, and however wisely chosen they may be, cannot exercise. The whole time and strength of a man specially qualified, is indispensibly needed, and *fractions* of the time and strength, of *many* men *not* specially qualified, do not make the lack of this good.

2. Another reason which is urged in favor of the appointing of a Superintendent, is, the need of a more intelligent supervision than Visiting Committees can give. What Visiting Committees can do, that is to say, must be done with too little practical knowledge of the schools. It is manifestly impossible that the Visiting Committees and Sub-Committees shall each acquire a thorough acquaintance with all the schools of a large community, with the eighteen or twenty of a city for instance;—the very creating of sub-committees with powers is evidence that this impossibility is recognized. But it is urged that there is need that a Sub-Committee have just this impossible acquaintance with all the schools in order intelligently to take the oversight of any one of them. He needs to know in what condition a school ought to be, in order to decide whether its condition *is* satisfactory. He needs to know what teachers ought to be doing, in order to decide whether they are doing well. He needs to be able to make comparisons in order to challenge the capacities of teachers and pupils to the utmost. How can twenty men, dispersing themselves among as many schools, each seeing but one, and knowing little or nothing of any other—some of them from the stress of their private affairs knowing far too little even of the one entrusted to them, how can *they* be said intelligently to oversee the schools of a community? What differences may there not be between the schools, differen-

ces of defect or excellence, which are never reported or discovered? It would help very much if what one member of a Board learns about a school became the knowledge of his colleagues, and what practical knowledge a Board acquires this year became the experience of the Board succeeding, but this is not the case. It may safely be said that in no Board is there such a collection and collation of the results of observation and investigation by individual members as to make a common stock, or of the results of one year's experience for the benefit of the years thereafter. The Boards of School Committee in all our towns and cities are continually changing, and as a rule the members of them remain such only long enough to get a little knowledge of the condition of particular schools. A Superintendent of schools after two or three months in office, could more intelligently exercise a supervision of them than any Board of School Committee, in any community of the Commonwealth does or can, at the expiration of its official term; and the longer such an officer was continued year after year, the more valuable would his services be to the Board, to the School system, to the community, from the practical knowledge he would acquire of all matters pertaining to all the schools, a knowledge from which there can be no equivalent found in any other person or persons whatsoever.

3. Another reason which is urged in favor of the establishment of this office, is that a school-system needs supervision which shall give it unity, which Visiting Committees cannot. Unity is desirable on two important accounts. It is desirable that each grade of schools have its carefully defined limits, that the maximum of attainment in each grade be carefully adjusted to correspond with the minimum of qualification in the next higher, to facilitate promotion; and again, that the methods of instruction, and the rate of progress, in the several schools of a grade, be so far similar as to facilitate passage from one to the other, in case removal from district to district makes it needful, and to ensure that the grouping of

pupils of the several Grammar schools into the one High School class, on equal footing, be practicable. Again, in the system, unity is desirable that there may be uniformity of excellence in the schools. It is desirable that the excellences found in any one, may be imitated elsewhere, that for the defects found in any one, the remedy elsewhere may be perceived; in short, that all the schools may be modelled after the best school, and all get the benefit of the best teachers. Now it is only necessary to call attention to this need of a school system, to make manifest the fact that any supervision but that of a Superintendent, must fail to meet it. It is hardly proper to institute a comparison of methods here—the oversight of many minds never can do the work in this direction which that of a single mind can do. In any administration many heads make many followings, and therefore division of counsels and confusion of purposes. Not strange is it then to find that the lack universally felt to be gravest, in the systems of our Commonwealth, not superintended by a single mind, is the lack of unity and harmony of parts, accompanied by the impossibility of accomplishing any uniformity of excellence. The Report of the School Committee of Roxbury thus complains: “Some of our schools are seldom visited, inexperienced teachers are often left to conduct their schools in almost entire ignorance of the systems of instruction pursued in the others, systems perhaps as various as the schools are numerous, and thus the pupils coming to our higher schools are variously qualified. There is needed some one so familiar with all our schools as to be able to contrast and compare school with school, to secure uniformity in all, and to keep this Board posted with respect to the condition of each.” The defects here intimated are real, not only in Roxbury. The Agent of the State Board of Education has repeatedly called attention to them, and in a pamphlet which he has published, pointed out as the only remedy, the appointment of a Superintendent.

It may be well to state here that this is the remedy

adopted elsewhere than in Massachusetts. In New Hampshire, in Rhode Island and Connecticut, cities have created such an office. In New York, besides the fact that by State law there is a Commissioner in every Assembly District—(128 in the State) who superintends all the schools of his District, upwards of twenty cities and towns have the like official by municipal law. So have nearly all the cities of Ohio, and very many cities and towns in Illinois, several in Indiana, Michigan, Wisconsin, Iowa, Tennessee and Missouri. Mr. Northrop, our State Agent, testifies that the Superintendent of Public Schools of the City of Oswego, New York, has raised the Primary Schools of that City which a few years ago were in a low condition to a degree of excellence unsurpassed if equalled in the country.

III. REASONS FOR BELIEVING IT EXPEDIENT TO APPOINT A SUPERINTENDENT IN SALEM.

Whether these reasons commonly used in behalf of the measure under consideration, are sound, this Board is as well able to decide as its Select Committee; but that Committee feel bound to express their conviction that they are sound, and sound in Salem if anywhere. Our school system is a large one. We have at least eighteen distinct schools;—if their departments or separate divisions are enumerated, unless this Committee is in error, the count is not far from fifty. Among us if anywhere, is there need of *more* supervision of schools, and that more *intelligent*, and better contrived for the securing of accurate grading and uniformity of excellence,—in order to the highest development of our system. The Board of School Committee, in 1861 and 1862, left upon record the following testimony, in a Report written by Rev. Dr. Briggs: “An amount of service is needed which your committee have not rendered, and which no committee of professional or business men can often perform. They will not and cannot have higher duties in themselves, but they have other duties which are imperative, and which leave neither time nor

strength for this additional work. A competent school Superintendent who should make the studies, the discipline, the recreations—the care of the schools both in general and in detail—his special work, is the only instrumentality, perhaps, which can accomplish all that we desire and need in a city as large as this. A proper salary for such an officer of instruction, we believe would be a most truly economical and wise expenditure. He could find abundant occupation in so large a number of schools. He might do much to improve their character in every way."

With these views, this Select Committee heartily coincide. We are decided in an opinion that our school system needs a more adequate supervision than it now receives, and just that kind of supervision which only a Superintendent can give it. Changes are needed in our schools which only a Superintendent can successfully inaugurate. Organization is needed, which only *one* mind and *one* will can perfect. Work needs to be done which only a laborious and capable man with nothing else to do, can think of undertaking.

This being the deliberate judgment of this Select Committee, it hesitates to mention what must always be a subordinate matter when the interests of education are involved, viz: the expenditure which to establish the office will require. The outlay needed will be simply the salary of \$1500, so far as we know. And it is believed, it will be true economy on the part of the city to pay. In the first place, the board of School Committee are entitled to a good part of that amount, for the measure of service which it now renders. The Statute of the Commonwealth, (Gen. Stat. Chap. 38th, sec. 33.) makes it the duty of this city to pay its School Committee each at the rate of one dollar per day for all the time in which they are actually employed by the duties of their office. Five days is a small estimate enough, far too small doubtless, of the time which the members of the Board devote to these duties, but this number would make their dues \$100. And

it is believed that it would be better for the city if this was actually demanded and received, for an unpaid committee naturally feel very much less responsible to the city, than one which is laboring per contract. But if the money is to be paid, it had better be paid to a Superintendent, in which case the Committee can make no claim. In the second place, the appointment of a Superintendent has been found a money saving measure. The Board of School Committee of Lowell testified in 1860, that the Superintendent had enabled them to reduce the incidental expenses of the schools by more than twice the amount of his salary. Mr Northrop testifies, that in a number of instances within his knowledge, a similar result has followed the establishment of this office. He says, "So far as my observation extends, the general fact has been increased economy, as well as efficiency in the whole school administration." This Committee is of opinion that in making purchases, in superintending authorized repairs, and in some other particulars a Superintendent can act greatly to the advantage of the city.

IV. CONCLUSION.

This Select Committee therefore respectfully report as their conclusion that it is expedient to appoint a Superintendent of Public Schools in Salem, and it is recommended that this Board petition the City Council to pass an Ordinance creating the office according to the Statute of the Commonwealth.

For the Committee,

CHARLES RAY PALMER,
Chairman.

(The other members of the Committee were W. G. CHOATE Esq. and DR. GEO. A. PERKINS.)

BOARD OF SCHOOL COMMITTEE.

1864.

STEPHEN G. WHEATLAND, (Mayor,) CHAIRMAN *ex officio*.WILLIAM G. CHOATE, (President of Common Council,
(Member *ex officio*).

First Visiting Committee.

STEPHEN B. IVES, Jr., Chairman.

ROBERT C. MILLS CHARLES R. PALMER.

Second Visiting Committee.

JAMES UPTON, Chairman.

SAMUEL P. ANDREWS, JACOB PERLEY,
HENRY J. CROSS, CHARLES A. ROPES,
EDWARD H. KNIGHT, DANIEL D. WINN.

Third Visiting Committee.

AARON GOLDTHWAIT, Jr., Chairman.

D. BRAINERD BROOKS, GEORGE A. PERKINS,
DAVID CHOATE, CHAS. M. RICHARDSON,
WILLIAM P. GOODHUE, CHARLES E. SYMONDS,
DANIEL VARNEY.

Executive Committee.

Messrs. WHEATLAND, CHOATE, IVES, UPTON, and GOLDTH-
WAIT.

STEPHEN P. WEBB, Secretary.

NOTE. The foregoing Special Report, relating to the proposed office of *Superintendent of Schools*, forms no part of the Annual Report for 1864, but was printed by order of the present board (of 1865) and is published in connection with the Annual Report for the sake of convenience.

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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM.



JANUARY, 1866.



SALEM:
GEORGE W. PEASE AND CO., PRINTERS,
OBSERVER OFFICE,
1866.

CITY DOCUMENT, No. 4. - 1866.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.



JANUARY, 1866.



SALEM:

GEORGE W. PEASE AND CO., PRINTERS,

OBSERVER OFFICE,

1866.

IN SCHOOL COMMITTEE, }
Salem, Jan. 15, 1866. }

“Ordered, That the Reports of the several standing Sub-Committees be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same be printed under the direction of the Executive Committee for the use of the inhabitants of the City, as required by the law of the Commonwealth.”

Attest:

STEPHEN P. WEBB, Secretary.

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1864/65

HIGH SCHOOL.

Master.

A B N E R H. D A V I S.

Sub-Master.

J O H N W. P E R K I N S.

First Assistant.

L O I S R. W R I G H T.

Assistants.

E L I Z A B E T H M. F E S S E N D E N.

M. L O U I S E M E R R I L L.

CITY OF SALEM, *In School Committee.* }
January 15, 1866. }

THE FIRST VISITING COMMITTEE herewith present
their

A N N U A L R E P O R T

in relation to the High School.

At the commencement of the school year, in December, 1864, the School contained ninety-five pupils, of whom fifty-seven were girls, and thirty-eight boys. Of this number fifty-two were members of the Junior Class, and forty-seven had just entered the School.

At the close of the school year, in December, 1865, the whole number of pupils was seventy-five, of whom forty-eight were girls and twenty seven were boys. This num-

ber included the Advanced Class of five, (three girls and two boys,) who had completed the full course of study in the school, and received its diploma. At the same time the diploma of the three years course was awarded to the members of the Senior Class, ten in number, six of whom were girls and four were boys. It is a source of very great satisfaction to the Committee to be able to state that every member of this class is now in the School, as a member of the Fourth Class, with the present design of completing the whole course of study.

At the annual examination of candidates, at the commencement of the present year, fifty seven presented themselves, of whom forty one were found competent, and were admitted to the Junior Class, according to the regulations. The Committee regretted to be obliged to exclude so many of those who desired to enter, but the result of the examination was so clear and decided that they could have no hesitation about their duty in the premises. The probable explanation is to be found in the fact that nearly all the rejected applicants were from the second classes of the Grammar Schools, who will be more likely to receive benefit than injury from another year in those Schools.

With this reinforcement the school now contains one hundred and eight pupils, of whom sixty three are girls and forty five are boys. These are classified as follows, under the new mode of classification provided for, by the amended regulations, viz. :

1st. (Junior) Class,	21 Boys,	20 Girls.
2d. (First Middle) Class,	14 Boys,	26 Girls.
3d. (Second Middle) Class,	6 Boys,	11 Girls.
4th. (Senior) Class,	4 Boys,	6 Girls.

By this record it appears that, exclusive of those who graduated, the School has lost *twenty* pupils, during the year, against *forty* during the previous year. The Committee feel much encouraged by this fact, and the additional one, that, with a smaller entering class than was admitted last year, the School is now actually so much larger

than it was at the date of our last Report; and they can not but hope that they have now seen the commencement of that renewed confidence in the School, for which they have labored, and which they think it deserves.

The Committee were very much concerned, at the end of the Summer term, to receive information that Mr. George H. Palmer, who had given the School such valuable and efficient services for the year during which he held the office of Sub-Master, had made arrangements, which rendered his longer continuance in the School impossible. They used such means of persuasion as were within their power, to induce him to change his purposes, but without success. Justice to him requires them to put upon record, in this public manner, a recognition of the value of his services, and an assurance of their high appreciation of his character and capacity as a teacher.

The position left vacant by the retirement of Mr. Palmer, was temporarily filled by Mr. J. Q. A. Brackett, who remained but a few months, and signified to us his desire not to be a candidate for election. Mr. John W. Perkins, of Topsfield, who was elected to the vacancy in November, is a graduate of Harvard, of the class of 1865. He has been with us but a few weeks, but the Committee have reason to believe that the appointment was a judicious one.

Miss Margaret Macgregor, who had held the place of assistant in the School for some two years, also declined a reelection in July. The Board, upon the nomination of this Committee, elected Miss M. Louise Merrill to the vacant position, and she has served with great acceptance since September.

In regard to the other teachers in the School, Mr. Davis, the master, Miss Wright, the first assistant, and Miss Fessenden, the second assistant, the Committee have only to repeat what they said last year. The two first named were then comparatively new to us, and have fully answered the favorable expectations, which we then ex-

pressed. The latter we had known longer, and we knew what to expect, and that we should not be disappointed.

With the general condition of the School, this Committee can but express themselves much gratified. Its discipline is, in their judgment, excellent, and its scholarship will compare favorably with that of any school of its class with which they are acquainted. As a classical school, they believe it to be unsurpassed anywhere, nor do they conceive that the facilities which it now affords for preparing boys for college are less than those afforded by any such School in the State. And it is with much pleasure that the Committee think they can perceive that its advantages are gaining a better appreciation among their fellow citizens. Already the number of pupils who are avowedly "fitting for college" has been largely increased, and there is now a reasonable prospect that the reproach may no longer be so well deserved, that Salem has no representatives from its Public Schools, among the students in our Colleges.

There is another respect in which this Committee are able to record a great improvement in the School. They refer to the regularity and punctuality of attendance.—During the last half year the whole number of absences from all causes, has been two hundred and fifty six, which is thirty-three less than for the previous half year; while during the same period, the number of cases of tardiness has been but *twenty-four*, being *sixty-seven* less than for the previous half year, and by far the smallest number shown by the record for a very long period. The Committee feel that both Teachers and Scholars deserve very great credit for such a result, knowing, as they do, that it has not been attained without great care and labor. As an indication of the zeal and spirit, which characterizes the School, it is particularly significant.

By the recent change in the Regulations, the School year will hereafter commence in September. This Committee have long felt that such a change would be very desirable, although its operation will be to shorten, by a

few months, the course of study of those now in the School. As now established, the school year agrees with that established in nearly all the towns and cities of the State; and, what is more important for a Classical School, it is in accordance with the commencement of College terms.

In conclusion, this Committee can only repeat the expression of their satisfaction with the general condition of the School, its discipline and its scholarship, with the efficiency and faithfulness of its teachers, and the good conduct and disposition of its pupils. As it is the highest, so they think it is the most important of our Public Schools, and they take pleasure in transmitting it to their successors in a condition, which fully repays them for their labors to bring it to its present state.

STEPHEN B. IVES JR.,	}	First Visiting Committee
RORERT C. MILLS,		
CHARLES RAY PALMER,		

GRAMMAR SCHOOLS.

BENTLEY. For Girls residing east of the middle of St. Peter and Central streets. *Teachers*: Mary J. Fitz, Principal; Anna Whitmore, Mary A. Colman, and Margaret A. Dunn, Assistants. *Committee*, E. H. Quimby.

BROWNE. For Boys and Girls residing in Ward Five. *Teachers*: Jacob F. Brown, Principal; Adaline Roberts, Harriet C. Gray, and Abbie Baker, Assistants. *Committee*, Daniel D. Winn.

EPES. For Boys and Girls residing in Ward Four north and west of the "Town Bridge." *Teachers*: Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee*, Jacob Perley.

HACKER. For Boys residing in Wards Three and Four south and east of the Town Bridge; also, in Ward Six, that portion of Mason Street west of the Mason-Street school-house, with the streets lying south of the same. *Teachers*: Henry F. Woodman, Principal; Harriet N. Felton, and Margaret G. Stanley, Assistants. *Committee*, Samuel P. Andrews.

HIGGINSON. For Girls residing west of the middle of St. Peter and Central streets, south and east of the Town Bridge, and in that part of Ward Six described above. *Teachers*: Mary L. Shepard, Principal; Phebe E. Church, Sub-Principal; Sarah A. Lynde and Annie M. Bates, Assistants. *Committee*, Henry J. Cross.

PHILLIPS. For Boys residing in Wards One and Two. *Teachers*: Silas Peabody, Principal; Aroline B. Meek, Maria T. Luscomb, and Ellen M. Pierce, Assistants. *Committee*, Edmund B. Willson.

PICKERING. For Boys and Girls residing in Ward Six—that portion excepted which belongs to the Hacker district. *Teachers*: Wm. P. Hayward, Principal; Sarah E. Cross, Mary A. Cross, and Eliza S. Symonds, Assistants. *Committee*, Charles E. Symonds.

REPORT ON THE GRAMMAR SCHOOLS.

JANUARY 15th, 1866.

THE SECOND VISITING COMMITTEE respectfully submit to the Board their

ANNUAL REPORT.

According to custom, a tabular statement of the number belonging to each of the Grammar Schools, and the number attending each, is herewith presented. It shows the average number belonging to all the schools for the year to have been seventeen less than for the year preceding, 893 against 910. It shows in the average attendance a falling off of twenty-five; from 851 to 826. For the year 1864 the average attendance was 93 per cent. of the average number belonging. For the year 1865, 92 per cent.

Twenty-three of the twenty-five teachers employed last year in the Grammar Schools are still in our service. Two Principals of Boys' Schools have resigned their places, Mr. Thomas H. Barnes of the Hacker School, and Mr. Silas Peabody of the Phillips School. Both these gentlemen had held their positions for a term of several years. Two assistant teachers, Miss Harriet C. Gray of the Phillips School, and Miss Ellen M. Pierce of the Browne School, have exchanged places.

Mr. Barnes, whose loss was much regretted by the families from which his pupils came, has been succeeded by Mr. Henry F. Woodman, and Mr. Peabody by Mr. C. R. Brown, late Principal of the High School in Reading. While the Committee appreciate fully the good qualities of the teachers who have left us, they believe that the Hacker and Phillips Schools will fully maintain their past reputation under the teachers now in charge of them.

By the purchase of the estate of Miss Mary Horton, adjoining the Phillips School on the west, more room, better air, better light, and the means of much needed improve-

ments about the yard and building have been secured to this school. If good ventilation, a supply of clean water, and the closing up of one or two small nuisances could be added, the School would be much farther benefited. The health, cheerfulness and purity of the scholars will be much promoted by the changes taking place there.

The Committee desire to call attention anew to a subject presented in the report of last year; the want of adequate accommodations for the Hacker and Epes Schools. The case is no better than last year. It is one year worse. Something should be done.

The Grammar Schools have lately received an accession of about fifty pupils from the discontinuance of the Catholic School for Boys in Mall street. This sudden contribution of boys enough to fill a school-room and one teacher's hands, occasioned the committee a momentary embarrassment. But they welcomed these children cordially to the public schools. They came none too soon. It would be a calamity if each sect should withdraw its children from the Public Schools, and educate them without cost to the public treasury, even if they could give them as good an education as the public schools give them, which they cannot do. If it would be bad for all sects to do this, it is not good for one to do it. It should never be the American way. It has not been the Massachusetts way. It is not promotive of good citizenship. More than ever before can it be seen to-day how common school education has fortified the State. We have received these pupils back to the Grammar Schools, therefore, with satisfaction. And thus far we have been able to provide for them without the expense of additional teachers or school-rooms. About three-fourths of them fell to the Phillips school district, and nearly all the other fourth into the Browne School district. By removing the boundary line between the Hacker and Phillips school districts to the line separating wards one and two from wards three and four, about thirty pupils were transferred to the Hacker School, where, for the present, there is room for them, and thereby room is made for the additional number thrown

upon the Phillips School. The Browne School could barely seat those who came.

The Grammar Schools are in as good condition, it is believed, as they have been since their condition has been known to this Committee. But they might be better.— They might be better, even without better men and women for teachers.

The teachers we have, good as they generally are, would be better if they had a better constituency; if they saw the parents of their pupils at the school sometimes in another character than as complainants. If they oftener saw the homes from which their pupils come, by invitation, and not only when on rounds of search for truants, or of inquiry after delinquents, they would be much stronger and in better cheer. No matter what else the teacher has, if he has not heart in his work, he will tire and droop. And nothing will so take the heart out of him, as to doubt if anybody cares for what he is doing. Say that parents do care, if the teacher never finds it out, it is as if they did not, so far as inspiriting him goes.

The schools of which we have had charge would be benefited by being more closely related to each other, and to the grades of school both below and above them. Each institution runs too much alone. The Grammar Schools and their teachers might help each other more than they do. What better way one teacher discovers should become the property of the rest without delay. If the teachers should meet one another oftener, they would strike thoughts out of each other's minds, and new devices and methods out of each other's experience, which would help all around. There is want of uniformity and system in the rates of progress required and expected; of classification; of times and conditions of promotion from class to class, and from school to school. We do not want all our teachers made on one model. This is not what we mean. We know that every one's strength lies in his being himself, and not somebody else. But the freest man is not cramped by being helped to know short-

cuts, and best tools, and new and better means of reaching old ends.

A good illustration of the little uniformity there is in the working of these schools, may be seen in the past and present classification of the boys lately transferred from the Phillips to the Hacker School. While some have gone forward a step, passing from the fourth class of the Phillips School into the third in the Hacker, others have gone down as much, leaving a fourth class to enter a fifth. Thus, late classmates find themselves not only separated, but a class, representing from six months' to a year's work, intervenes between the two classes to which they have been assigned. In one case a boy was put down from the third to the fifth class. A queer jumble this, showing that there has been a mistake somewhere, or if not, that our so-called *system* of schools is not very systematic.

So far as the state of the Grammar Schools was tested by the written examination which closed the last term, as well as by the examination which the most advanced pupils underwent in offering themselves for admission to the High School, it is thought in spite of the above-mentioned defects, to show a fair proficiency, especially in the more advanced classes. Probably there is more uniformity in the classes, as they approach the end of their Grammar School course.

It is regretted by this Committee that any pupils of the second classes in the Grammar Schools should have been offered for examination at the High School. It was without their knowledge or consent.

A tabulated digest of the results of the examination in the Grammar Schools is in course of preparation, and will be submitted for the use of the School Committee as soon as it is ready.

The evil of Truancy is a great one, and the Committee see no reason why it should become less, till we have a truant law, and a proper officer, or officers, to enforce it.

The Second Visiting Committee, feeling that they have given a good deal of time and care to the Grammar

Schools, know, nevertheless, that they have not given enough. They are more sensible, probably, than any one else can be, how imperfectly they have fulfilled their duties. For this reason, partly, and for many more which they might present, they congratulate themselves and the city that the School Committee has been required by the City Council to appoint a Superintendent of Schools. They believe this to have been a most wise step. They hope much from this new officer soon to be selected, who will give his whole time and undivided attention to that business, which has had but fragments of time, and a brief and broken attention from the members of the School Committee. We do not look for great results immediately. If the Superintendent is a wise man he will not at once propose radical innovations. He will need time to inform himself of the condition of the Schools. And his success will greatly depend upon the extent to which he can command the confidence of the community. We bespeak for him in advance a cordial good will and a friendly seconding in whatever he may attempt for the benefit of the schools. So far as we have pointed out defects in the class of schools under our care, we look to this instrumentality for their ultimate cure, and this as only a minor part of the advantages which may be expected to come from this addition to our working forces in public education.

The nature of the office in general, of its relations to the School Committee, the Schools and the community has been sufficiently explained in reports which from time to time have laid the matter before the public. The details of its methods of operation will soon be arranged by the School Committee, who have full authority in the premises, and when arranged they will be made known, as far as necessary, to the people.

All which is respectfully submitted,

For the Committee,

E. B. WILLSON, *Chairman.*

Number of Pupils, &c., in Grammar Schools.

SCHOOLS.	DECEMBER, 1864.			JUNE, 1865.			DECEMBER, 1865.			Average No. during the year.			Average Attendance.	No. in the 1st Class at close of the year.	No. transferred to High School.		Average age of pupils		No. admitted from lower schools.	Boys GRLS	No. Teachers.
	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.			B'YS	GRLS	Y. M.	of pupils transferred.			
BENTLEY....	.....	184	184	.....	160	160	.....	156	156	.....	166.6	166.6	141.5	14	....	5	15 1	....	16	4	
BROWNE.....	66	76	142	66	60	126	57	51	108	63.	62.3	125.3	125.5	6	....	3	1	15 1	....	4	
EPES.....	35	47	82	27	35	62	26	35	61	29.3	39.	68.3	60.8	12	....	....	2	14 3	....	2	
HACKER.....	133	.....	133	97	.....	97	90	.....	90	106.6	.....	106.6	97.4	6	....	5	....	15	12	3	
HIGGINSON..	.....	155	155	.....	140	140	.....	124	124	.....	139.6	139.6	129	7	....	....	5	15 5	....	18	4
PHILLIPS....	180	.....	180	160	.....	160	142	.....	142	160.6	.....	160.6	140	10	....	8	....	13 8	42	....	4
PICKERING..	68	61	129	68	66	134	62	53	115	66	66.	126.	132	11	....	2	6	14 4	....	....	4
	482	523	1005	418	461	879	377	419	796	425.5	467.5	893	826.2	66	....	18	19	14 8	54	34	25

PRIMARY SCHOOLS.

ABORN-STREET SCHOOL. *District Limits:* A line from the North River, by Grove and Nichols streets, including both sides of those streets, and continued to the City boundary; thence by City boundary and North River to the bound first named. *Teachers:* Abbie F. Nichols, Principal; Sarah F. Daniels, Assistant. *Committee,* Daniel Varney.

BENTLEY SCHOOL. (For Girls only.) *District Limits:* From South Bridge through the centre of Lafayette, Central, Essex, St. Peter, Brown, Pleasant and Bridge streets, to the Essex Railroad; thence by the railroad and shore line (including the neck, &c.,) to the bound first named. *Teachers:* S. Augusta Brown, Principal; Eliza G. Cogswell and Sarah E. Honeycomb, Assistants. *Committee,* Wm. P. Goodhue.

BROAD-STREET SCHOOL. *District Limits.* From the North River, by the Eastern Railroad, to the South River; thence, by the shore line, to the foot of Phelps' Court; thence, by Phelps' Court and Flint street, excluding both sides of each, to Essex street; thence, through the centre of Essex and North streets, to North Bridge, thence, by the river, to the bounds first named. *Teachers:* Caroline Stevens, Principal; Emily A. Glover, Ella Boyce and Ella F. Kehew, Assistants. *Committee,* Edward S. Atwood.

BROWNE SCHOOL. *District Limits:*—Include all of Ward Five. *Teachers,* Harriet M. Tyler, Principal; Augusta Arrington, Harriet E. Lewis, Matilda Pollock, and Mary E. Stanley, Assistants. *Committee,* Aaron Goldthwait, jr.

FOWLER-STREET SCHOOL. *District Limits:* North and Essex streets, to Flint street; thence, including both sides of Flint street and Phelps' Court, to the Mill Pond; thence

by the Mill Pond and Eastern Railroad, to the City bounds; thence, by the City bounds, to the turnpike; thence by a right line to the western extremity of Nichols street; thence, by Nichols and Grove streets, excluding both sides thereof, to the North River; and thence, by the river, to the bound first named. *Teachers*, Hannah E. Morse, Principal; Mary E. Dockham, and Eliza I. Phelps, Assistants. *Committee*, Loranus Crowell.

NORTH-STREET SCHOOL. *District Limits*: A line from the North River, crossing Mason street, and including both sides of Barr, School and Grove streets, to the gate of the cemetery; thence west to the river; with so much of Ward Six as lies north and east of said line. *Teachers*, Maria Cushing, Principal; Elizabeth C. Russell, Lucy A. Smith, and Caroline Symonds, Assistants. *Committee*, Charles A. Ropes.

PHILLIPS SCHOOL. (For Boys only.) *District Limits*: The same as those for the Bentley School; *which see*; *Teachers*, Margaret E. Webb, Principal; Jeanette Gerald, L. Augusta Hill, Margaret Haskell and Annie Hill, Assistants. *Committee*, George A. Perkins.

BRIDGE-STREET SCHOOL. *District Limits*: The Essex Railroad from Collins' Cove to Bridge street; thence, through centre of Bridge to Northey street; thence, excluding both sides of Bridge Street to the river; thence, by the shore line, to the bound first named. *Teachers*, Caroline P. Dalton, Principal; Frances A. Treadwell, Assistant. *Committee*, James A. Farless.

MASON-STREET SCHOOL. *District Limits*: From the North River, including both sides of Grove street, to the gate of the cemetery; thence, by Grove, School and Barr streets, excluding both sides thereof, and south to the river; thence, by the river, to the bound first named.—*Teachers*, Lydia L. A. Very, Principal; Emeline M. Littlefield, Assistant. *Committee*, Daniel Varney.

WILLIAMS-STREET SCHOOL. *District Limits*: — From South Bridge, by the river, to the Eastern Railroad;

thence, by the railroad to the North River, thence, by the river and Bridge street, including both sides of the street, to Northey street; thence through the centre of Bridge, Pleasant, Brown, St. Peter, Essex, Central, and Lafayette streets, to the bound first named. *Teachers*, R. Annie Harris, Principal; Mary E. Davis, Assistant. *Committee*, James A. Farless.

The following Text books are prescribed for the Intermediate and Primary Schools :

Hillard's First, Second, Third, and Fourth Readers.

"My First School Book."

"Worcester's Primary Spelling Book."

Colton and Fitch's Introductory Geography.

Colburn's First Lessons in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Each scholar must be provided with a Multiplication Table and a Slate.

REPORT OF THE THIRD VISITING COMMITTEE.

THE THIRD VISITING COMMITTEE would report the Schools under their charge as being generally in a prosperous condition. The teachers exhibit a good degree of capacity, and a commendable interest is noticeable on the part of the scholars. Considerable hindrance to the well working of the schools, has arisen from the large amount of absences, which have occurred during the year, the greater part of them owing to truancy, which the parents profess to be unable to prevent. It would seem wise to enforce all existing statutes that have been enacted for the purpose of remedying this evil.

Repairs have been made in the Broad-Street School House, which have added greatly to the comfort and convenience of that somewhat inconvenient and uncomfortable.

able building. A new heating apparatus has been furnished to the Mason-Street School, where it was greatly needed. The Phillips Primary Schools have received so large an influx from the Catholic School recently discontinued, that it was found indispensable to open two new schools in the Phillips school house. Two rooms have been fitted up with the proper furniture, and teachers engaged who have entered upon their duties.

The Committee take this occasion to refer to the general overcrowding of the Primary Schools. In some of the buildings, there is great need of ampler accommodations for the increasing number of applicants for admission. Less general interest, seems to be felt in these schools, than in some of higher names and greater pretensions, but we cannot afford to despise the "day of small things," when these small things underlie our whole system of popular education.

For the Committee,

E. S. ATWOOD, *Chairman.*

REPORT OF THE EXECUTIVE COMMITTEE.

CITY OF SALEM,

In School Committee, }
 Jan'y 15, 1866. }

The Executive Committee ask leave to report as follows :

The school-houses have been kept in proper repair, while it has been the constant aim of the Committee to make only those outlays which were found to be absolutely necessary. The expenditures under the head of repairs have been kept within the appropriation therefor.

A favorable opportunity offering to secure the lot of land adjoining the Phillips school-house, upon the recommendation of the Board the City Council made a special appropriation of two thousand dollars for its purchase, and an essential addition to the comfort and convenience of the pupils of the Phillips School has been secured by the removal of the buildings from said lot, and the erection thereon of much needed out-buildings for the use of the Schools.

Convinced of the inadequacy of the compensation paid to the teachers of the public schools, the Committee recommended an addition of one hundred dollars per year to the salary of each teacher, and the salaries for the year commencing July 1, 1865, were established as follows :

For the Master of the High School	\$1600.00
" " Sub-Master " "	1100.00
" " First Assistant " "	800 00
" " Other Assistants " "	600.00
" " Principals of the Epes, Brown, Hacker, Phillips and Pickering Grammar Schools,	1200.00
" " Principals of Bentley and Higginson "	700.00
" " Sub-principals of Higginson "	450.00
" " Assistants of the Grammar Schools	400.00
" " Principals of Primary Schools	425.00
" " Assistants of Primary Schools	375.00

We have audited bills against the Board for the following purposes and amounts.

For Salaries of Teachers :

High School : \$4,450 01

Grammar Schools :

Bentley	\$1,700 00	
Browne	2,200 00	
Epes	1,500 00	
Hacker	1,849 34	
Higginson	1,750 00	
Phillips	2,200 00	
Pickering	2,200 00	13,399 34

Intermediate Schools :

Aborn Street	\$700 00	
Bentley	1,025 00	
Broad Street	1,349 13	
Browne	1,675 00	
Fowler Street,	1,025 00	
North Street	1,350 00	
Phillips	1,349 99	8,474 12

Primary Schools.

Bridge Street	\$700 00	
Mason “	725 61	
Williams “	700 00	\$2,125 61

Total Salaries	\$28,449 08	
Repairs, furnaces, &c.,	1,437 46	
Books and Stationery	580 23	
Blank Books and Binding	19 50	
Care of Houses	1,278 75	
Fuel	3,208 00	
Printing	299 52	
Rents	430 00	
Teaming	36 00	
Andrews Prizes	82 00	
Miscellaneous	644 93	

Total Disbursements	\$36,465 47	
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Receipts.

From School Fund	\$939 72	
“ Non-Residents, tuition	10 00	
“ Trustees of Brown Fund	200 00	
“ “ “ Andrews Fund	95 68	
Damage to Building	1 25	\$1,246 65
	<hr/>	
Net Expenses of Department		\$35,218 82
	<hr/>	
Whole amount of appropriation	\$36,500 00	
Total amount of disbursements	36,465 47	
	<hr/>	
Leaving unexpended		34 53

The Board having decided that the time had come when our school system needed a more thorough supervision than the School Committee could personally give to it, in the month of November memorialized the City Council for the establishment of a superintendency of schools.—The request of the Board has been promptly complied with since our last regular meeting by the passage of an ordinance establishing the office of Superintendent of Public Schools and fixing the liberal sum of two thousand dollars as the salary of such officer. A copy of the ordinance is herewith submitted.

For the Committee,

JOSEPH B. F. OSGOOD, Chairman.

CITY OF SALEM.

In the year one thousand eight hundred and sixty-five.

An Ordinance to provide for the Appointment and to determine the Salary of Superintendent of Public Schools.

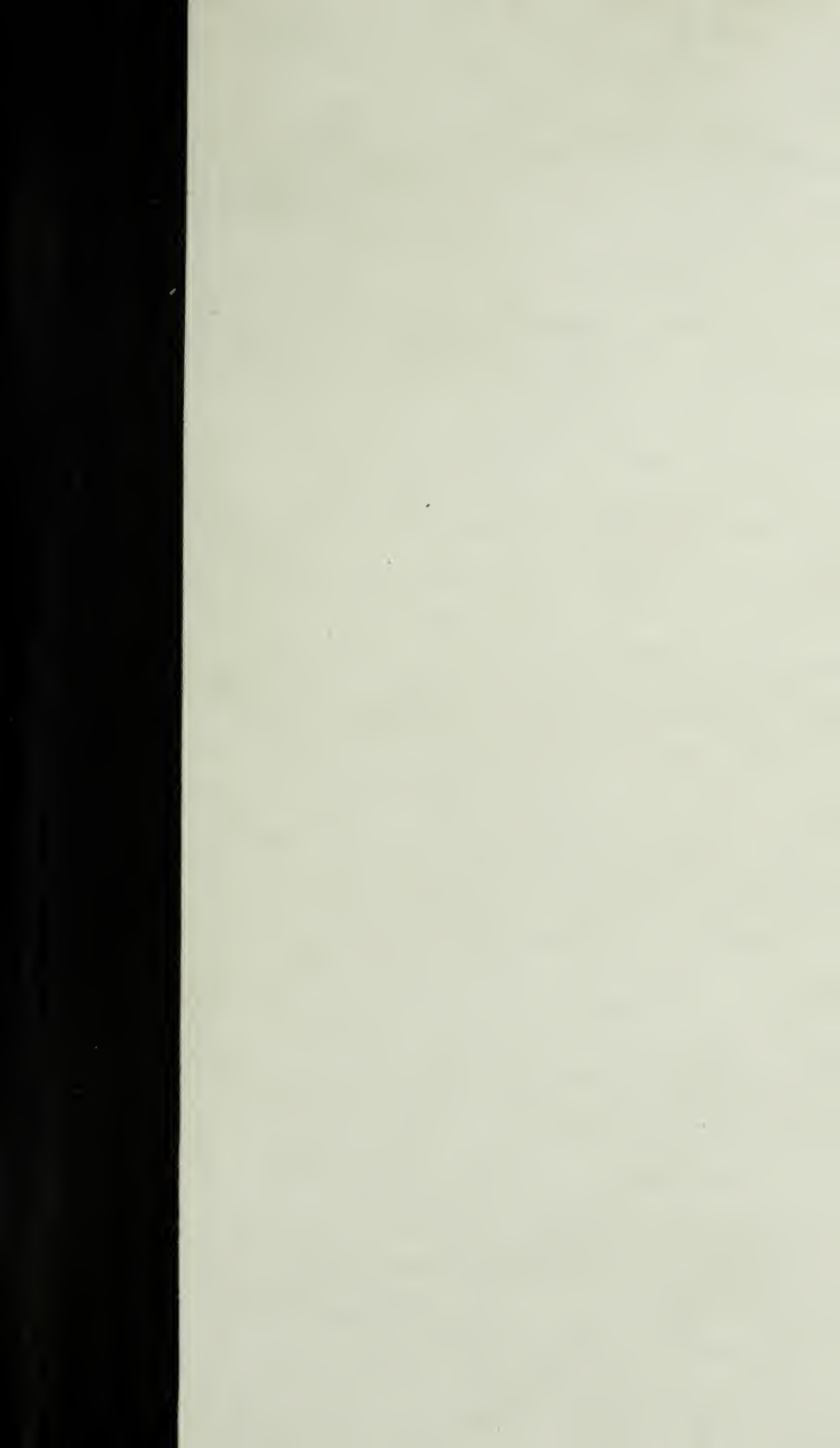
Be it ordained by the City Council of the City of Salem :

Section 1. The School Committee are hereby empowered and required annually, to appoint a Superintendent of Public Schools, who, under the direction and control of said Committee, shall have the care and supervision of the schools, agreeably to the provisions of the thirty-fifth section of chapter thirty-eight of the General Statutes and all acts in addition thereto.

Section 2. The salary of said Superintendent shall be two thousand dollars per annum payable at the same times and in the same manner as the salaries of other municipal officers are paid.

(Passed Dec. 29, 1865.)





UNIVERSITY OF ILLINOIS-URBANA



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